

DCAP/CTF 2011 – 2012 YEARLY EVALUATION REPORT



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Executive Snapshot Summary

During the 2011-2012 contract year, DCAP/CTF grantees provided direct services to 24,638 clients during the year and reached a potential average audience of 460,993 people per month through public outreach and awareness activities.

The following two brief reference tables separate the number of clients served by funding stream and program type.

Reference Table 1. Number of Clients Served by Funding Stream, 2011 – 2012

Funding Stream	Total Clients
CBCAP	1,690
CFTF	11,706
ETF	4,366
MCOP	404
REALTOR	2,892
RFP	1,675
TANF	1,905
TOTAL	24,638

Reference Table 2. Number of Clients Served by Program Type, 2011 - 2012

Program Type	Total Clients
Fatherhood	1,486
HHS/OFA Fatherhood	1,675
Healthy Relationships	419
Home Visitation	1,673
Mentoring	657
Non-School Based/After-School	953
Parent Education & Support	8,658
Respite	472
School-Based	8,645
TOTAL	24,638

Introduction

The DCAP/CTF yearly evaluation report serves several purposes. Similar to the monthly reports, one purpose is to **describe the clients** served by the various programs funded by the Children's Trust Fund (CTF) with the Alabama Department of Child Abuse and Neglect Prevention (ADCANP, also known as DCAP). The report also summarizes the performance measures used to provide information about the outcome of those services. A third purpose is to **summarize the public outreach/awareness activities** of the funded programs. And finally, the yearly report also summarizes information on the **progress of the evaluation project at The University of Alabama** as well as highlights information about the **process of implementing and improving the evaluation** throughout the year.

This report includes data collected from 132¹ programs funded by CTF and information on the evaluation from August 1, 2011 – July 31, 2012. CTF received state and federal monies totaling \$5,357,974 for the program year (August 2011 – July 2012) and \$9,101,116 for the fiscal year (October 2011 – September 2012) from seven funding streams to fund four types of programs and their evaluation – parent-focused programs (education, support, fatherhood, and/or home visitation), public awareness and training, respite care, and child-focused programs (school based, non-school based, and mentoring).

Of those funds, 118 programs were funded with \$2,984,976 (an average of \$25,296 per program), and 14 programs are funded with \$2,372,998 from U.S. Department of Health and Human Services Office of Family Assistance (HHS/OFA) grant awarded to programs that serve a specific population of clients.

Each month, the programs reported their data on the client form and/or the agency form on the <http://dcapdata.ua.edu> website designed and managed by The University of Alabama DCAP/CTF Program Evaluation Team.

To appreciate the value of the information contained in this report, we remind the reader of the magnitude of the problem of child maltreatment and its associated costs. In 2007, investigators found that a conservative estimate of the direct and indirect costs of child abuse and neglect to Alabama taxpayers was \$520,800,290 annually. In 2007, there were 10,180 indicated cases of child abuse (does not count unreported) equaling \$51,159 spent per year per child abuse victim. CTF's budget for the 2011 – 2012 contract year was \$5,357,974 from state and federal funds. Not including the HHS/OFA grants, 118 programs receiving \$2,984,976 in total funds served 22,978 clients. This yields an average of \$129.91 per client per year on prevention services.

This report is divided into two main sections – one focuses on CTF-funded child abuse prevention service programs and the other on the UA Evaluation Project. The first main section is divided into three parts. The first part summarizes and describes data from all CTF-funded

¹From August and September 2011, data on 118 programs were collected. From October 2011 – January 2012, data on 121 programs were collected as the contracts for 11 MCOP programs ended and for 14 RFP programs began at the end of September 2011. Data on 120 programs were collected in May – July 2012 as the contract for RFP 2012-101 ended in April 2012.

programs analyzed by the UA Evaluation team. The next two parts present the same data, but from the perspectives of funding streams (8 total) and program types (9 total). The report relies on structural consistency from section to section, so the reader can easily find similar types of information for different funding streams and program types.

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I. DCAP/CTF Funded Child Abuse Prevention Programs

This first part of the DCAP/CTF 2011 – 2012 yearly report summarizes data collected from grantees by The University of Alabama Evaluation Project. DCAP /CTF contracted with UA to conduct a **process-level and outcome-level evaluation** of the CTF-funded programs during the contract year. The following tables and figures describe and summarize the data collected during that time period.

All Programs

In this section, the information presented in the tables and figures is for all programs funded by CTF during the 2011 – 2012 contract year.

Client Data

One hundred and thirty-two programs reported directly serving 24,638 clients (11,109 adults and 13,529 children) during the 2011 – 2012 contract year. In the 2009 – 2010 contract year, 175 programs served an estimated 43,455 \pm 1,500 clients (14,022 adults and 29,433 \pm 1,500 children).² In the 2010 – 2011 contract year, 173 programs served 52,336 clients (14,423 adults and 37,913 children).

The following tables and figures describe the clients served by CTF-funded programs. The information in Table 1 and Figures 1 – 3 was derived from the data about direct services to clients reported on the client form by grantees serving those clients.

² Because there were 14 school-based programs that did not report client-level data during the 2009 – 2010 contract year, it was not possible to calculate the exact number served, and only a range could be estimated. However, CTF required that programs report client-level data on all clients during the 2010 – 2011 contract year, so an exact number could be provided.

Figure 1. Number of Clients Served by CTF Programs per Month³

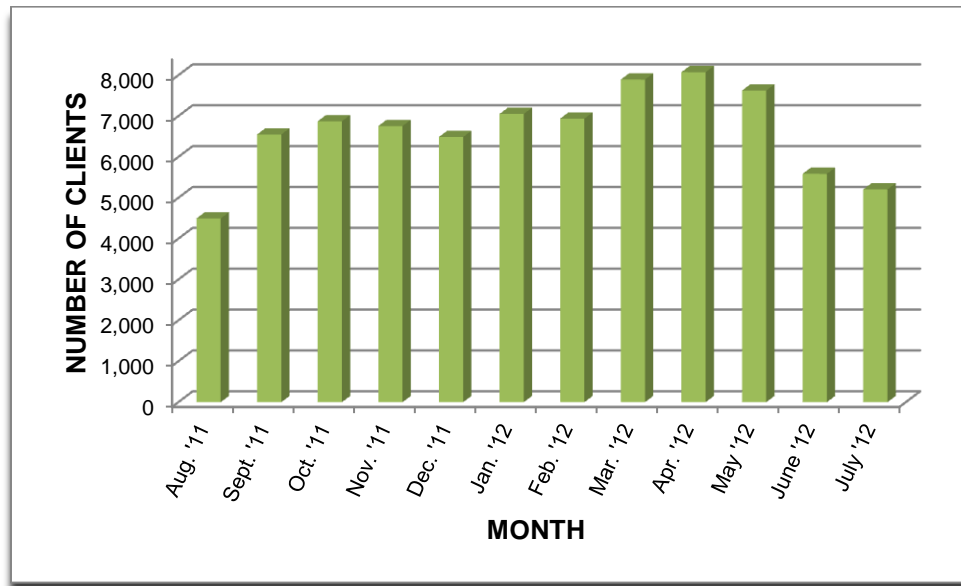


Figure 1 displays the total number of clients agencies reported serving each month of the 2011 - 2012 contract year. Programs typically serve more clients between September 2011 and May 2012 than the summer months. Fewer clients were served during the summer months than other months as nearly all of the school-based programs (which serve a few thousand child clients each month) served clients during the school year only.

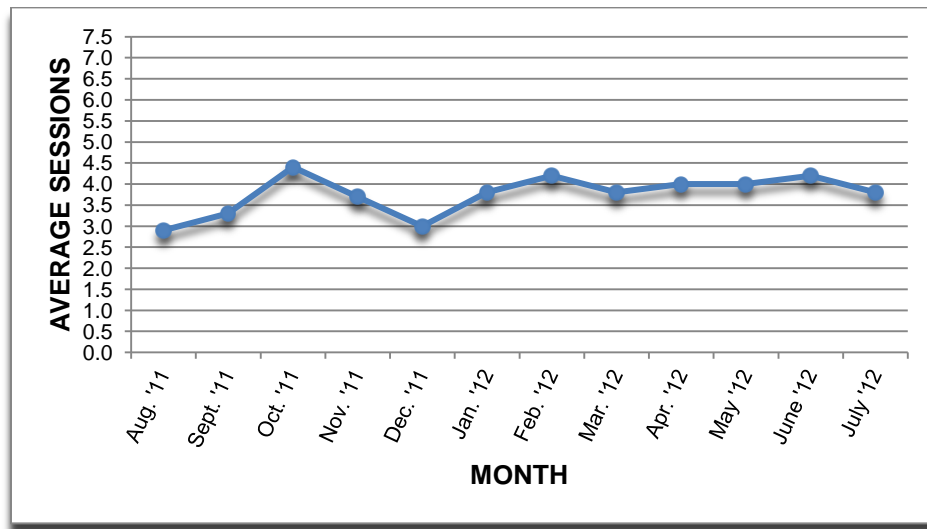
³ Clients may receive services during more than one month during the contract year.

Table 1. Demographics for Clients in CTF-Funded Programs

	<i>Count</i>	<i>Percentage</i>	<i>Total</i>
Sex			24,638
Female	13,903	56.4%	
Male	10,735	43.6%	
Ethnicity			
Hispanic, Latino, or Spanish	1,165	4.8%	24,391
Not Hispanic, Latino, or Spanish	23,226	95.2%	
Race ⁴			24,433
White	10,461	42.8%	
Black or African-American	12,947	53.0%	
American Indian (Native American) or Alaskan Native	60	0.2%	
Asian	71	0.3%	
Native Hawaiian/Other Pacific Islander	10	<0.1%	
Multiracial	139	0.6%	
Ethnicity Entered as a Race	22	0.1%	
Other	29	0.1%	
Ethnicity Entered as a Race	694	2.8%	
Age (in years)			24,638
0 – 18	13,529	54.9%	
19+	11,109	45.1%	
Grade (for client 0-19 years)			11,908
Pre-Kindergarten – 5 th Grade	8,397	70.5%	
6 th Grade – 8 th Grade	1,900	16.0%	
9 th Grade – 12 th Grade	1,510	12.7%	
Other	20	0.2%	
Dropped-out	27	0.2%	
GED Preparatory Classes	54	0.5%	
Special Needs and/or Disabilities			17,110
Child (0-18 years)	1,270	7.4%	
Adult (19+ years)	347	2.0%	
None	15,493	90.5%	
Parental Status			24,637
Not a Parent	13,562	55.0%	
Parent	11,075	45.0%	

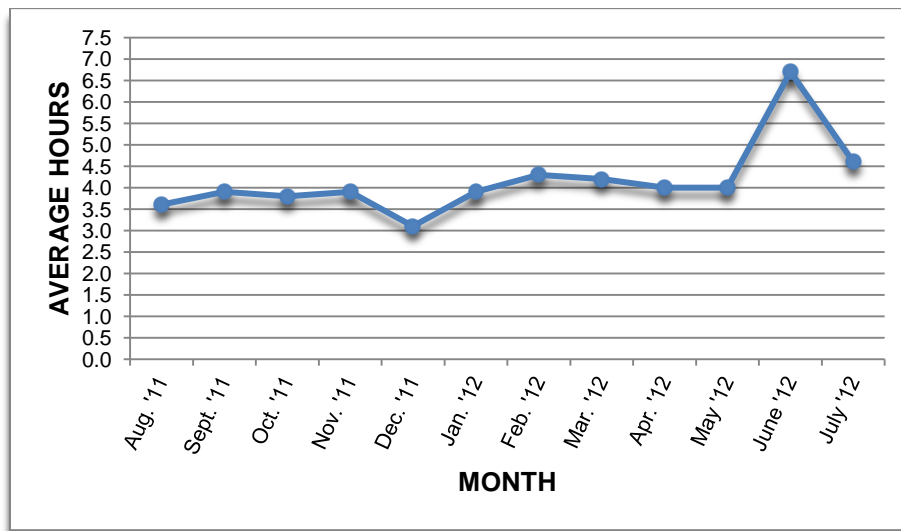
⁴ The racial categories include how often ethnicity was reported instead of race and how often race data were paired with ethnicity for a multiracial client.

Figure 2. Average Number of Contact Sessions for Clients in CTF-Funded Programs per Month⁵



The total number of contact sessions for the entire year for all programs was 232,236 sessions with an average number of 9.4 sessions per client per year. Last contract year, the total was 322,936 sessions with an average number of 6.2 sessions per client. On average, programs saw clients most frequently in October 2011 (4.4) and least frequently in August 2011 (2.9).

Figure 3. Average Number of Contact Hours for Clients in CTF-Funded Programs per Month⁵



⁵ This information is only for clients who had direct contact with programs. Clients who did not have contact with programs were not included in the calculations.

The total number of contact hours for all programs was 265,028 hours with an average of 10 hours and 48 minutes per client per year. Last contract year, the total was 409,038 hours with an average number of 7 hours and 48 minutes per client. On average, programs saw clients for the longest periods of time in June 2012 (6.7) and for the shortest periods of time in December 2011 (3.1).

Programmatic Data

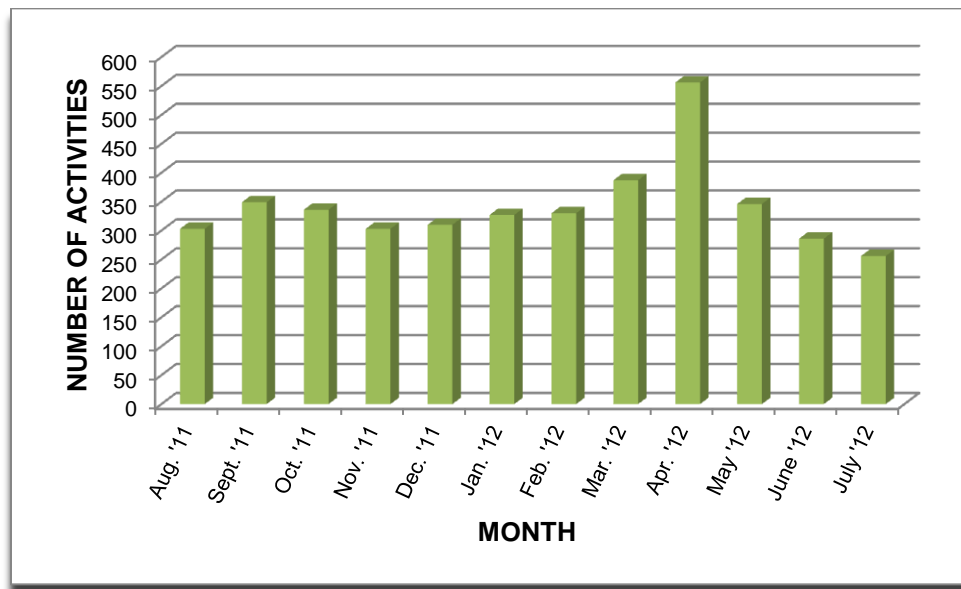
This section displays and discusses **agency-level** data for all of the CTF-funded programs funded in the 2011 – 2012 contract year. The information was reported on the agency form in the online data collection system.

Table 2. Number and Type of Public Outreach/Awareness Activities for CTF Programs

<i>Public Outreach/Awareness Activities</i>	<i>Count</i>	<i>Percentage</i>
Abusive Head Injury Trainings	124	3.0%
Billboard Campaigns	16	0.4%
Brochures or Flyers	609	14.9%
Child Abuse Prevention Month	179	4.4%
Class Sessions	80	2.0%
Community Fairs/Events	501	12.3%
CTF Check Presentations	7	0.2%
Digital Media	40	1.0%
Fundraisers/Charity Events	66	1.6%
Information Packets	214	5.2%
Mandatory Reporter Trainings	47	1.1%
Media Events	50	1.2%
Meetings	171	4.2%
Networking	48	1.2%
Other Activities	104	2.5%
Print Media	175	4.3%
Public Service Announcements	23	0.6%
Radio Spots	69	1.7%
Recruitment	18	0.4%
School Fairs/Events	100	2.4%
School Presentations	1	<0.1%
Social Events	37	0.9%
Speaking Engagements	699	17.1%
T.V. Shows	47	1.1%
Tours	4	0.1%
Trainings	473	11.6%
Workshops	187	4.6%
TOTAL	4,089	100.0%

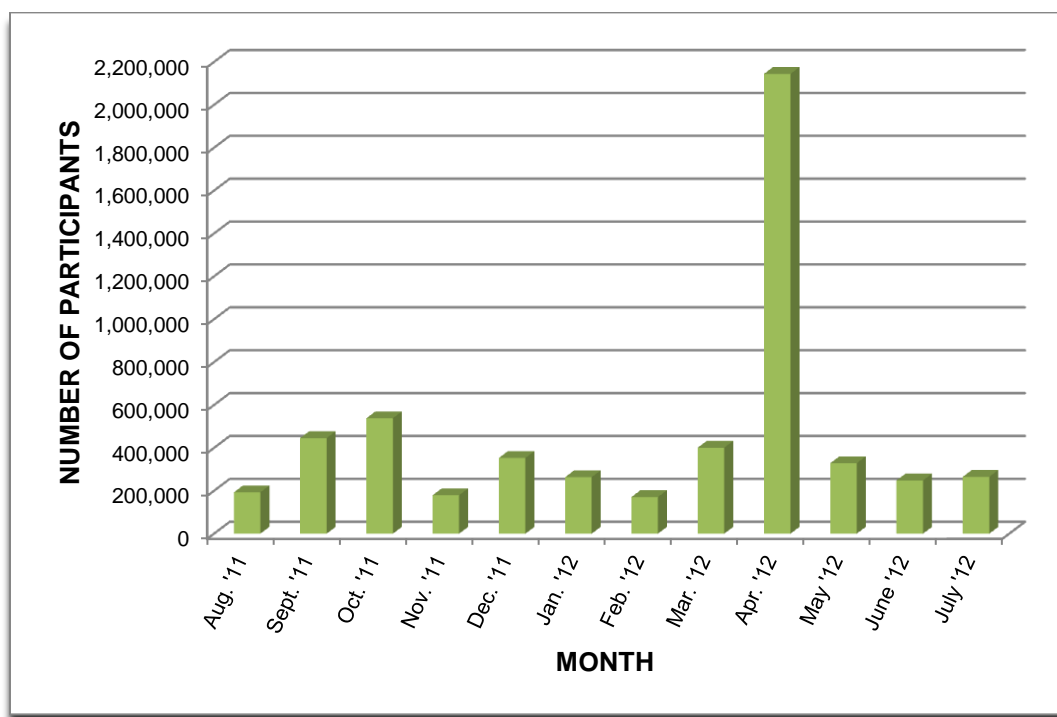
Over the course of the year, there were 4,089 public outreach/awareness activities, which is an average of 31 activities per grantee per year. There were 2,521 fewer activities than the previous contract year. The three most common types of activities were speaking engagements, distribution of brochures or flyers, and community fairs or events.

Figure 4. Number of Public Outreach/Awareness Activities for CTF Programs by Month



For most of the year, the number of public outreach/awareness activities varied between 256 and 387 except during April 2012 when there were 556 activities. April was Child Abuse Prevention Month, so the number of activities greatly increased that month as programs were working to engage Alabama communities to raise awareness of child abuse and neglect as well as to draw support. There were fewer activities during the holiday and summer months.

Figure 5. Number of Participants Served by Public Outreach/Awareness Activities by CTF Programs by Month⁶



The number of participants estimated to have been served by public outreach/awareness activities was reported by month. An overall number could not be obtained as participants could participate in activities multiple times throughout the year. While participants could also participate in multiple activities in one month, rigorous data cleaning and detailed instructions provided to grantees on how to report this number has reduced the duplication as much as possible.

The number of participants served varied from month to month, and it was most affected by the number of television shows, public service announcements, print media publications, and radio spots as those activities have the potential to reach the greatest amount of people. The highest number of estimated participants was during April 2012 (2,144,540), and the lowest was in February 2012 (170,913).

Outcome Data

This section displays and discusses **outcome** data for all of the CTF-funded programs funded in the 2011 – 2012 contract year. The information was reported on the client form in the online data collection system.

⁶ For some activities, such as with radio spots, television shows, community fairs, etc., the number of participants was estimated by the programs since it was not feasible to obtain the exact number.

On October 1, 2010, grantees began collecting pre- and post-test data from all clients who were receiving direct services with one exception – school-based programs that anticipated serving more than 300 clients during the contract year reported those data on only a random sample of classrooms. The evaluation relied on five instruments, three used with child/adolescent clients and two used with adult clients (parents). Instruments were selected for use by the evaluation team according to client developmental level and type of services provided. The instruments measured changes in knowledge, attitudes, or skills associated with the prevention of child abuse and neglect through maximizing protective factors and minimizing risk factors.

Table 3 provides information about progress of the pre-test/post-test administration process for 2011 – 2012 funded programs.

Table 3. Number of Pre- and Post-Tests Entered by Grantees by Instrument

	<i>Pre-Tests Entered (10/01/10 - 07/31/12)</i>	<i>Post-Tests Entered (10/01/10 - 07/31/12)</i>	<i>Completed Pairs (10/01/10 - 07/31/12)</i>
Assessment for Prosocial& Self- Protective Behaviors, K - 2 nd Grade	4,386	5,617	4,080
Assessment for Prosocial& Self- Protective Behaviors, 3 rd - 5 th Grade	2,025	2,436	1,697
Assessment for Prosocial& Self- Protective Behaviors, 6 th - 12 th Grade	1,773	1,709	1,254
Perceived Stress Scale	290	880	225
Protective Factors Survey	7,712	8,971	4,520
TOTAL	16,186	19,613	11,776

Table 4 contains the mean scores of the completed pairs of pre- and post-tests as well as the absolute value of the difference between the scores. This table also shows whether those differences were statistically significant based on paired samples t-tests. What statistical significance means is that the changes in scores occurred at a level beyond that expected by chance – meaning that changes were presumably because of the influence of the services clients had received.

The Protective Factors Survey (PFS) contains multiple scales as well as individual items not included in a scale. Mean scores on those scales and stand-alone items are compared separately in the table below.

Table 4. Outcome Data Analysis and Mean Scores of Pre- and Post-Tests Entered by Grantees by Instrument

	<i>n</i>	<i>Pre-Tests Mean</i>	<i>Post-Tests Mean</i>	<i>Absolute Value of Post- Test Minus Pre-Test</i>
Assessment for Prosocial& Self- Protective Behaviors, K - 2 nd Grade	2,549	4.39	5.90	1.51*
Assessment for Prosocial& Self- Protective Behaviors, 3 rd - 5 th Grade	1,330	7.67	9.05	1.38*
Assessment for Prosocial& Self- Protective Behaviors, 6 th - 12 th Grade	1,118	24.16	26.91	2.75*
Perceived Stress Scale	225	20.00	18.18	1.82*
Protective Factors Survey				
<i>Concrete Support</i>	4,375	14.95	16.82	1.87*
<i>Family Functioning/Resiliency</i>	4,406	24.70	27.38	2.68*
<i>Nurturing and Attachment</i>	3,770	23.86	25.00	1.14*
<i>Social Support</i>	4,438	16.54	17.92	1.38*
<i>Child Development/Knowledge of Parenting</i>				
12. There are many times when I don't know what to do as a parent.	3,847	4.60	5.26	0.66*
13. I know how to help my child learn.	3,849	5.60	6.05	0.45*
14. My child misbehaves just to upset me.	3,812	5.32	5.72	0.40*
15. I praise my child when he/she behaves well.	3,813	5.96	6.23	0.27*
16. When I discipline my child, I lose control.	3,783	6.21	6.35	0.14*

*Mean difference is statistically significant at $p < 0.05$.

Those clients who had a perfect score on the pre-test administration of the “Assessment for Prosocial and Self-Protective Behaviors” (APSB) were removed from the analysis of change (post-test minus pre-test) since their “perfect” scores indicated they likely already comprehended the information imparted by the respective interventions and could already make prosocial behavioral choices. This allowed the analysis to focus on the children who stood to benefit the most from ADCANP programs. Because of this, the reader may note that there are a larger number of available matched pairs of pre- and post-tests than were analyzed.

The mean differences between pre-tests and post-tests for all instruments were statistically significant. Overall, clients who had the potential to show a change before participation in CTF programs showed an increase in protective factors and a decrease in risk factors from before they entered a program to after program service delivery. We believe the amount of difference between average pre-test and post-test scores for clients in need of enhanced awareness of knowledge supporting decreased risk and increased protective factors was large enough to be considered “important” from a “real world” perspective. For this reporting period, these results support the conclusion that the ADCANP programs providing services to combat child abuse and neglect made a difference in the lives of Alabama’s citizens and contributed to a savings of future resources that would otherwise be expended on the costs of child maltreatment.

Programs by Funding Stream

In this section of the yearly report, the information presented in the above tables and figures is divided by funding stream. CTF received state and federal monies from seven funding streams – Community-Based Child Abuse Prevention (CBCAP), Children First Trust Fund (CFTF), Education Trust Fund (ETF), Mentoring Children of Prisoners (MCOP), Alabama Realtors (REALTOR), U.S. Department of Health and Human Services Office of Family Assistance (RFP), and Temporary Assistance for Needy Families (TANF).

CBCAP Programs

Client Data

This section displays and discusses client-level data for the 20 CTF programs that received \$338,000 from the CBCAP funding stream. **Sixteen programs reported directly serving 1,690 clients** during the 2011 – 2012 contract year. During the previous contract year, 924 clients were served by 9 of the 12 programs receiving CBCAP monies that year.

The other 4 programs were public outreach and awareness programs that did not provide direct client-level services but raised community awareness about child abuse and neglect prevention (see pages 29 – 30 for information on public outreach and awareness activities). The information in the following tables and figures was derived from the client-level data reported on the client form by grantees that provided direct services to clients.

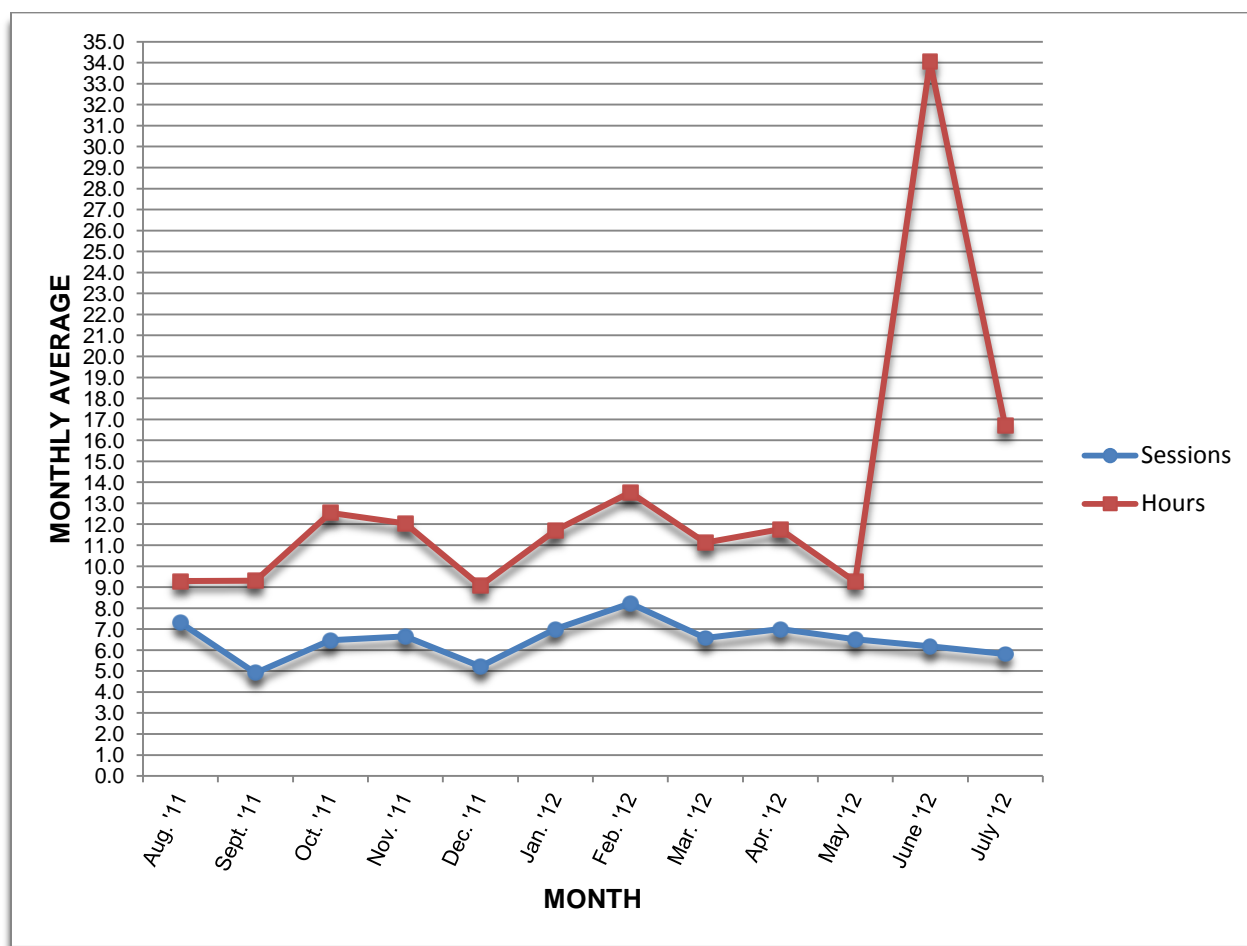
Table 5. Demographics for Clients in CBCAP-Funded Programs

	<i>Count</i>	<i>Percentage</i>	<i>Total</i>
Sex			1,690
Female	1,069	63.3%	
Male	621	36.7%	
Ethnicity			1,678
Hispanic, Latino, or Spanish	41	2.4%	
Not Hispanic, Latino, or Spanish	1,637	97.6%	
Race ⁷			1,684
White	687	40.8%	
Black or African-American	959	56.9%	
American Indian (Native American) or Alaskan Native	5	0.3%	
Asian	9	0.5%	
Native Hawaiian/Other Pacific Islander	0	0.0%	
Multiracial	5	0.3%	
Ethnicity Entered as a Race	0	0.0%	
Other	2	0.1%	
Ethnicity Entered as a Race	17	1.0%	
Age (in years)			1,690
0 – 18	826	48.9%	
19+	864	51.1%	
Grade (for client 0-19 years)			816
Pre-Kindergarten – 5 th Grade	306	37.5%	
6 th Grade – 8 th Grade	209	25.6%	
9 th Grade – 12 th Grade	270	33.1%	
Other	0	0.0%	
Dropped-out	4	0.5%	
GED Preparatory Classes	27	3.3%	
Special Needs and/or Disabilities			1,210
Child (0-18 years)	51	4.2%	
Adult (19+ years)	22	1.8%	
None	1,137	94.0%	
Parental Status			1,690
Not a Parent	873	51.7%	
Parent	817	48.3%	

During the 2011-2012 contract year, the CBCAP programs also provided **indirect** services to 540 children (ages 0 – 18) with a special need and/or disability who resided in the home of an adult client. These children were not clients receiving direct services but received indirect services through the adult clients' involvement with the programs.

⁷ The racial categories include how often ethnicity was reported instead of race and how often race data were paired with ethnicity for a multiracial client.

Figure 6. Average Number of Contact Sessions & Hours for Clients in CBCAP-Funded Programs per Month⁸



The total number of contact sessions for the entire year for CBCAP programs was 39,549 sessions with an average number of 23.4 sessions per client per year. Last contract year, the total was 8,459 sessions with an average number of 9.2 sessions per client. On average, programs saw clients most frequently in February 2012 (8.2) and least frequently in September 2011 (4.9).

The total number of contact hours was 72,898.3 hours with an average of 43 hours and 6 minutes per client per year. Last contract year, the total was 13,029.37 hours with an average number of 14 hours and 6 minutes per client. On average, programs saw clients for the longest periods of time in June 2012 (34.1) and for the shortest periods of time in December 2011 (9.1).

⁸ This information is only for clients who had direct contact with programs. Clients who did not have contact with programs were not included in the calculations.

Programmatic Data

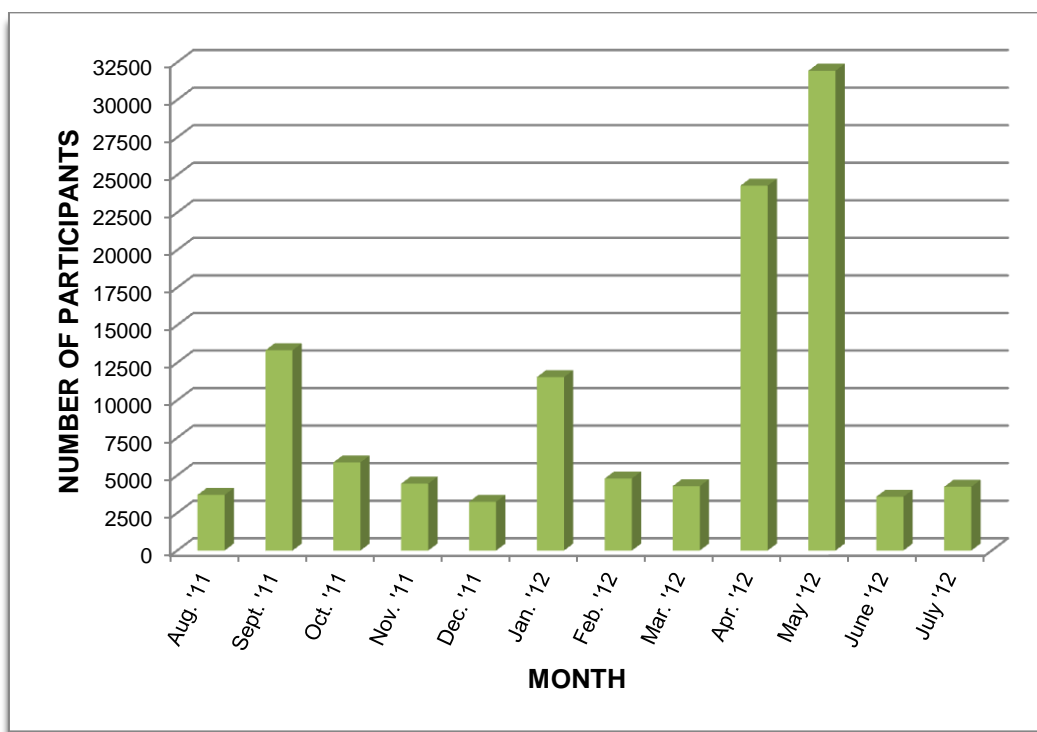
This section displays and discusses **agency-level** data for the CBCAP-funded programs funded in the 2011 – 2012 contract year. The information was reported on the agency form in the online data collection system.

Table 6. Number and Type of Public Outreach/Awareness Activities for CBCAP Programs

<i>Public Outreach/Awareness Activities</i>	<i>Count</i>	<i>Percentage</i>
Abusive Head Injury Trainings	42	6.1%
Billboard Campaigns	0	0.0%
Brochures or Flyers	56	8.1%
Child Abuse Prevention Month	21	3.0%
Class Sessions	1	0.1%
Community Fairs/Events	54	7.8%
CTF Check Presentations	0	0.0%
Digital Media	5	0.7%
Fundraisers/Charity Events	7	1.0%
Information Packets	64	9.3%
Mandatory Reporter Trainings	44	6.4%
Media Events	8	1.2%
Meetings	9	1.3%
Networking	1	0.1%
Other Activities	18	2.6%
Print Media	14	2.0%
Public Service Announcements	1	0.1%
Radio Spots	6	0.9%
Recruitment	3	0.4%
School Fairs/Events	4	0.6%
School Presentations	0	0.0%
Social Events	3	0.4%
Speaking Engagements	53	7.7%
T.V. Shows	4	0.6%
Tours	0	0.0%
Trainings	263	38.1%
Workshops	9	1.3%
TOTAL	690	100.0%

Over the course of the year, there were 690 public outreach/awareness activities by CBCAP programs. During the previous contract year, there were 743 activities. The three most common types of activities were trainings, information packets, and distribution of brochures or flyers.

Figure 7. Number of Participants Served by Public Outreach/Awareness Activities by CBCAP Programs by Month⁹



The number of participants served by public outreach/awareness activities was reported by month. An overall number could not be obtained as participants could participate in activities multiple times throughout the year. While participants could also participate in multiple activities in one month, rigorous data cleaning and detailed instructions provided to grantees on how to report this number has reduced the duplication as much as possible.

The number varied from month to month, and it was most affected by the number of television shows or public service announcements, print media publications, and radio spots as those activities have the potential to reach the greatest amount of people. The highest number of participants was during May 2012 (31,940), and the lowest was in December 2011 (3,244).

⁹For some activities, such as with radio spots, television shows, community fairs, etc., the number of participants was estimated by the programs since it was not feasible to obtain the exact number.

Outcome Data

This section displays and discusses **outcome** data for all of the CBCAP-funded programs funded in the 2011 – 2012 contract year. The information was reported on the client form in the online data collection system.

On October 1, 2010, grantees began collecting pre- and post-test data from all clients who were receiving direct services with one exception – school-based programs that anticipated serving more than 300 clients during the contract year reported those data on only a random sample of classrooms. The evaluation relied on five instruments, three used with child/adolescent clients and two used with adult clients (parents). Instruments were selected for use by the evaluation team according to client developmental level and type of services provided. The instruments measured changes in knowledge, attitudes, or skills associated with the prevention of child abuse and neglect through maximizing protective factors and minimizing risk factors.

Table 7 provides information about progress of the pre-test/post-test administration process.

Table 7. Number of Pre- and Post-Tests Entered by CBCAP Grantees by Instrument

	<i>Pre-Tests Entered (10/01/10 - 07/31/12)</i>	<i>Post-Tests Entered (10/01/10 - 07/31/12)</i>	<i>Completed Pairs (10/01/10 - 07/31/12)</i>
Assessment for Prosocial& Self- Protective Behaviors, K - 2 nd Grade	61	125	50
Assessment for Prosocial& Self- Protective Behaviors, 3 rd - 5 th Grade	207	268	131
Assessment for Prosocial& Self- Protective Behaviors, 6 th - 12 th Grade	426	459	261
Perceived Stress Scale	169	644	126
Protective Factors Survey	315	230	191
TOTAL	1,178	1,726	759

Table 8 contains the mean scores of the completed pairs of pre- and post-tests as well as the absolute value of the difference between the scores. This table also shows whether those differences were statistically significant based on paired samples t-tests. The data for the Assessment for Prosocial & Self-Protective Behaviors, Kindergarten – 2nd Grade instrument were not analyzed for this reporting period because an insufficient number of pairs were available.

The Protective Factors Survey (PFS) contains multiple scales and individual items not included in a scale. Mean scores on those scales and items are compared separately in the table below.

Table 8. Outcome Data Analysis and Mean Scores of Pre- and Post-Tests Entered by CBCAP Grantees by Instrument

	<i>n</i>	<i>Pre-Tests Mean</i>	<i>Post-Tests Mean</i>	<i>Absolute Value of Post- Test Minus Pre-Test</i>
Assessment for Prosocial& Self- Protective Behaviors, K - 2 nd Grade	--	--	--	--
Assessment for Prosocial& Self- Protective Behaviors, 3 rd - 5 th Grade	106	6.96	8.80	1.84*
Assessment for Prosocial& Self- Protective Behaviors, 6 th - 12 th Grade	238	22.72	25.75	3.03*
Perceived Stress Scale	126	20.30	16.93	3.37*
Protective Factors Survey				
<i>Concrete Support</i>	187	15.56	16.26	0.70*
<i>Family Functioning/Resiliency</i>	185	23.75	25.86	2.11*
<i>Nurturing and Attachment</i>	157	21.75	23.10	1.35*
<i>Social Support</i>	188	16.58	18.01	1.43*
<i>Child Development/Knowledge of Parenting</i>				
12. There are many times when I don't know what to do as a parent.	166	4.15	4.51	0.36*
13. I know how to help my child learn.	167	5.19	5.69	0.50*
14. My child misbehaves just to upset me.	164	4.11	4.51	0.40*
15. I praise my child when he/she behaves well.	163	5.39	5.87	0.48*
16. When I discipline my child, I lose control.	161	5.32	5.61	0.29*

*Mean difference is statistically significant at $p < 0.05$.

Those clients who had a perfect score on the pre-test administration of the “Assessment for Prosocial and Self-Protective Behaviors” (APSB) were removed from the analysis of change (post-test minus pre-test) since their “perfect” scores indicated they likely already comprehended the information imparted by the respective interventions and could already make prosocial behavioral choices. This allowed the analysis to focus on the children who stood to benefit the most from ADCANP programs. Because of this, the reader may note that there are a larger number of available matched pairs of pre- and post-tests than were analyzed.

The mean differences between pre-tests and post-tests for all instruments listed in the table above were statistically significant. Overall, clients who had the potential to show a change before participation in CTF programs showed an increase in protective factors and a decrease in risk factors from before they entered a program to after program service delivery. We believe the amount of difference between average pre-test and post-test scores for clients in need of enhanced awareness of knowledge supporting decreased risk and increased protective factors was large enough to be considered “important” from a “real world” perspective. For this reporting period, these results support the conclusion that the ADCANP programs providing services to combat child abuse and neglect made a difference in the lives of Alabama’s citizens and contributed to a savings of future resources that would otherwise be expended on the costs of child maltreatment.

CFTF Programs

Client Data

This section displays and discusses client-level data for the 55 CTF programs including the UA Evaluation Project that received \$1,413,231 from the CFTF funding stream. **Fifty-three programs reported directly serving 11,706 clients** during the 2011 – 2012 contract year. During the previous contract year, 8,365 clients were served by 52 of the 53 programs receiving CFTF monies that year.

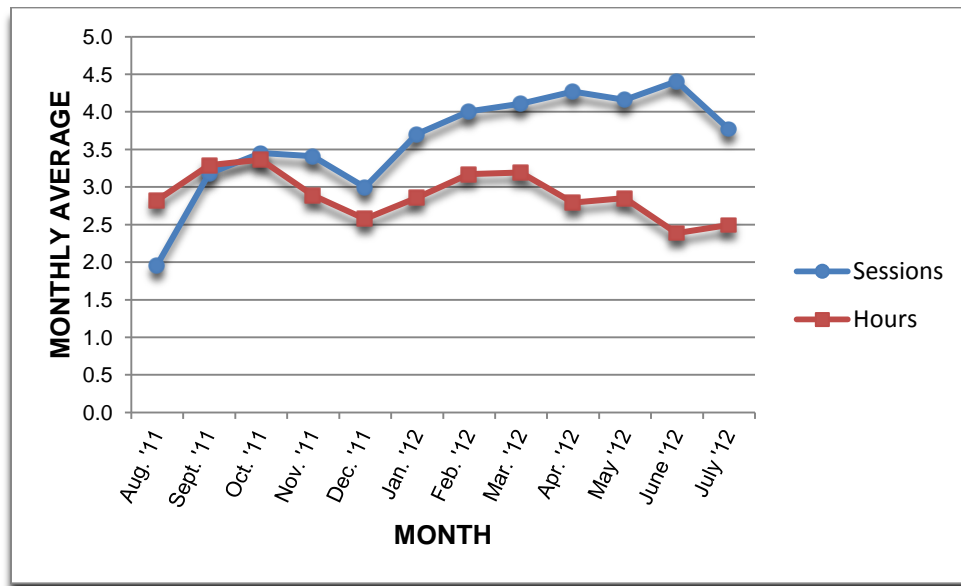
The other CFTF program was a public outreach and awareness programs that do not provide direct client-level services but raised community awareness about child abuse and neglect prevention (see pages 35 – 36 for information on public outreach and awareness activities). The information in the following tables and figures was derived from the client-level data reported on the client form by grantees that provided direct services to clients.

Table 9. Demographics for Clients in CFTF-Funded Programs

	<i>Count</i>	<i>Percentage</i>	<i>Total</i>
Sex			11,706
Female	7,708	65.8%	
Male	3,998	34.2%	
Ethnicity			11,584
Hispanic, Latino, or Spanish	608	5.2%	
Not Hispanic, Latino, or Spanish	10,976	94.8%	
Race ¹⁰			11,639
White	7,427	63.8%	
Black or African-American	3,659	31.4%	
American Indian (Native American) or Alaskan Native	14	0.1%	
Asian	31	0.3%	
Native Hawaiian/Other Pacific Islander	4	<0.1%	
Multiracial	45	0.4%	
Ethnicity Entered as a Race	11	0.1%	
Other	20	0.2%	
Ethnicity Entered as a Race	428	3.7%	
Age (in years)			11,706
0 – 18	5,646	48.2%	
19+	6,060	51.8%	
Grade (for client 0-19 years)			5,513
Pre-Kindergarten – 5 th Grade	3,682	66.8%	
6 th Grade – 8 th Grade	912	16.5%	
9 th Grade – 12 th Grade	869	15.8%	
Other	9	0.2%	
Dropped-out	20	0.4%	
GED Preparatory Classes	21	0.4%	
Special Needs and/or Disabilities			9,029
Child (0-18 years)	622	6.9%	
Adult (19+ years)	256	2.8%	
None	8,151	90.3%	
Parental Status			11,706
Not a Parent	5,248	44.8%	
Parent	6,458	55.2%	

¹⁰ The racial categories include how often ethnicity was reported instead of race and how often race data were paired with ethnicity for a multiracial client.

Figure 8. Average Number of Contact Sessions & Hours for Clients in CFTF-Funded Programs per Month¹¹



The total number of contact sessions for the entire year for CFTF programs was 111,597.6 sessions with an average number of 9.5 sessions per client per year. Last contract year, the total was 84,761.1 sessions with an average number of 10.1 sessions per client. On average, programs saw clients most frequently in June 2012 (4.4) and least frequently in August 2011 (2.0).

The total number of contact hours was 87,619.89 hours with an average of 7 hours and 30 minutes per client per year. Last contract year, the total was 127,536.14 hours with an average number of 15 hours and 12 minutes per client. On average, programs saw clients for the longest periods of time in October 2011 (3.4) and for the shortest periods of time in June 2012 (2.4).

¹¹This information is only for clients who had direct contact with programs. Clients who did not have contact with programs were not included in the calculations.

Programmatic Data

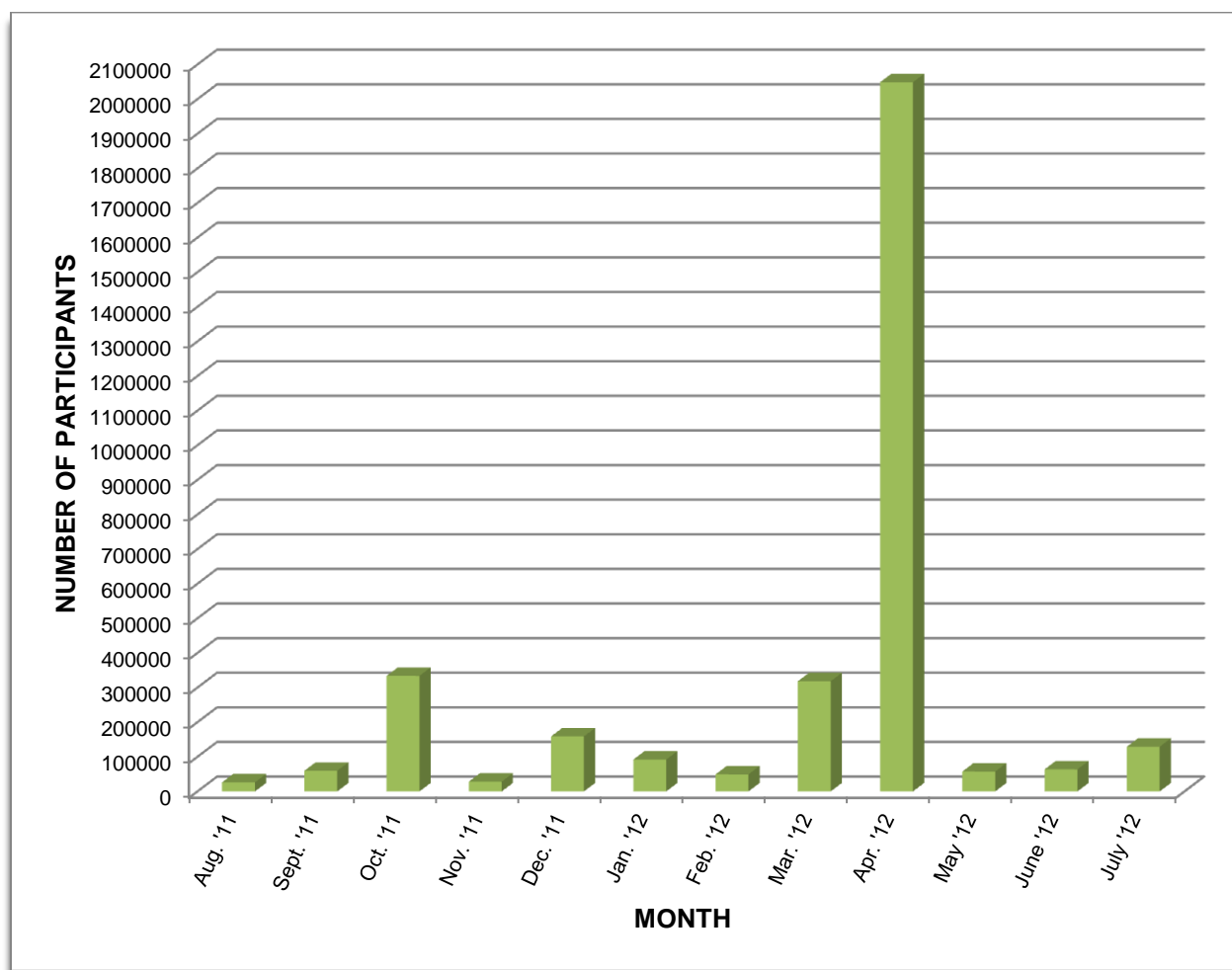
This section displays and discusses **agency-level** data for the CFTF-funded programs funded in the 2011 – 2012 contract year. The information was reported on the agency form in the online data collection system.

Table 10. Number and Type of Public Outreach/Awareness Activities for CFTF Programs

<i>Public Outreach/Awareness Activities</i>	<i>Count</i>	<i>Percentage</i>
Abusive Head Injury Trainings	70	3.9%
Billboard Campaigns	0	0.0%
Brochures or Flyers	184	10.4%
Child Abuse Prevention Month	107	6.0%
Class Sessions	29	1.6%
Community Fairs/Events	247	13.9%
CTF Check Presentations	6	0.3%
Digital Media	5	0.3%
Fundraisers/Charity Events	21	1.2%
Information Packets	80	4.6%
Mandatory Reporter Trainings	4	0.2%
Media Events	29	1.6%
Meetings	113	6.4%
Networking	8	0.5%
Other Activities	56	3.2%
Print Media	128	7.2%
Public Service Announcements	16	0.9%
Radio Spots	15	0.8%
Recruitment	2	0.1%
School Fairs/Events	72	4.1%
School Presentations	0	0.0%
Social Events	14	0.8%
Speaking Engagements	374	21.1%
T.V. Shows	11	0.6%
Tours	2	0.1%
Trainings	118	6.7%
Workshops	62	3.5%
TOTAL	1,773	100.0%

Over the course of the year, there were 1,773 public outreach/awareness activities by CFTF programs. During the previous contract year, there were 1,717 activities. The three most common types of activities were speaking engagements, community fairs or events, and distribution of brochures or flyers.

Figure 9. Number of Participants Served by Public Outreach/Awareness Activities by CFTF Programs by Month¹²



The number of participants served by public outreach/awareness activities was reported by month. An overall number could not be obtained as participants could participate in activities multiple times throughout the year. While participants could also participate in multiple activities in one month, rigorous data cleaning and detailed instructions provided to grantees on how to report this number has reduced the duplication as much as possible.

The number varied from month to month, and it was most affected by the number of television shows or public service announcements, print media publications, and radio spots as those activities have the potential to reach the greatest amount of people. The highest number of participants was during April 2012 (2,048,717), and the lowest was in August 2011 (26,221).

¹²For some activities, such as with radio spots, television shows, community fairs, etc., the number of participants was estimated by the programs since it was not feasible to obtain the exact number.

Outcome Data

This section displays and discusses **outcome** data for all of the CFTF-funded programs funded in the 2011 – 2012 contract year. The information was reported on the client form in the online data collection system.

On October 1, 2010, grantees began collecting pre- and post-test data from all clients who were receiving direct services with one exception - school-based programs that anticipated serving more than 300 clients during the contract year reported those data on only a random sample of classrooms. The evaluation relied on five instruments, three used with child/adolescent clients and two used with adult clients (parents). Instruments were selected for use by the evaluation team according to client developmental level and type of services provided. The instruments measured changes in knowledge, attitudes, or skills associated with the prevention of child abuse and neglect through maximizing protective factors and minimizing risk factors.

Table 11 provides information about progress of the pre-test/post-test administration process

Table 11. Number of Pre- and Post-Tests Entered by CFTF Grantees by Instrument

	<i>Pre-Tests Entered (10/01/10 - 07/31/12)</i>	<i>Post-Tests Entered (10/01/10 - 07/31/12)</i>	<i>Completed Pairs (10/01/10 - 07/31/12)</i>
Assessment for Prosocial& Self- Protective Behaviors, K - 2 nd Grade	299	321	285
Assessment for Prosocial& Self- Protective Behaviors, 3 rd - 5 th Grade	373	393	366
Assessment for Prosocial& Self- Protective Behaviors, 6 th - 12 th Grade	420	387	325
Perceived Stress Scale	26	113	21
Protective Factors Survey	3,697	5,870	2,239
TOTAL	4,815	7,084	3,236

Table 12 contains the mean scores of the completed pairs of pre- and post-tests as well as the absolute value of the difference between the scores. This table also shows whether those differences were statistically significant based on paired samples t-tests.

The Protective Factors Survey (PFS) contains multiple scales and individual items not included in a scale. Mean scores on those scales and items are compared separately in the table below.

Table 12. Outcome Data Analysis and Mean Scores of Pre- and Post-Tests Entered by CFTF Grantees by Instrument

	<i>n</i>	<i>Pre-Tests Mean</i>	<i>Post-Tests Mean</i>	<i>Absolute Value of Post- Test Minus Pre-Test</i>
Assessment for Prosocial& Self- Protective Behaviors, K - 2 nd Grade	180	4.27	5.93	1.66*
Assessment for Prosocial& Self- Protective Behaviors, 3 rd - 5 th Grade	328	7.15	9.65	2.50*
Assessment for Prosocial& Self- Protective Behaviors, 6 th - 12 th Grade	303	24.77	29.52	4.75*
Perceived Stress Scale	--	--	--	--
Protective Factors Survey				
<i>Concrete Support</i>	2,183	14.92	17.49	2.57*
<i>Family Functioning/Resiliency</i>	2,211	25.03	28.36	3.33*
<i>Nurturing and Attachment</i>	1,898	23.92	25.47	1.55*
<i>Social Support</i>	2,209	16.67	18.62	1.95*
<i>Child Development/Knowledge of Parenting</i>				
12. There are many times when I don't know what to do as a parent.	1,922	4.45	5.33	0.88*
13. I know how to help my child learn.	1,927	5.48	6.13	0.65*
14. My child misbehaves just to upset me.	1,910	5.15	5.77	0.62*
15. I praise my child when he/she behaves well.	1,917	5.96	6.34	0.38*
16. When I discipline my child, I lose control.	1,898	6.21	6.41	0.20*

*Mean difference is statistically significant at $p < 0.05$.

Those clients who had a perfect score on the pre-test administration of the “Assessment for Prosocial and Self-Protective Behaviors” (APSB) were removed from the analysis of change (post-test minus pre-test) since their “perfect” scores indicated they likely already comprehended the information imparted by the respective interventions and could already make prosocial behavioral choices. This allowed the analysis to focus on the children who stood to benefit the most from ADCANP programs. Because of this, the reader may note that there are a larger number of available matched pairs of pre- and post-tests than were analyzed.

The mean differences between pre-tests and post-tests for all instruments listed in the table above were statistically significant. Overall, clients who had the potential to show a change before participation in CTF programs showed an increase in protective factors and a decrease in risk factors from before they entered a program to after program service delivery. We believe the amount of difference between average pre-test and post-test scores for clients in need of enhanced awareness of knowledge supporting decreased risk and increased protective factors was large enough to be considered “important” from a “real world” perspective. For this reporting period, these results support the conclusion that the ADCANP programs providing services to combat child abuse and neglect made a difference in the lives of Alabama’s citizens and contributed to a savings of future resources that would otherwise be expended on the costs of child maltreatment.

ETF Programs

Client Data

This section displays and discusses client-level data for the 9 CTF programs that received \$150,000 from the ETF funding stream. **Nine programs reported directly serving 4,366 clients** during the 2011 – 2012 contract year. During the previous contract year, 31,503 clients were served by 32 programs receiving ETF monies that year.

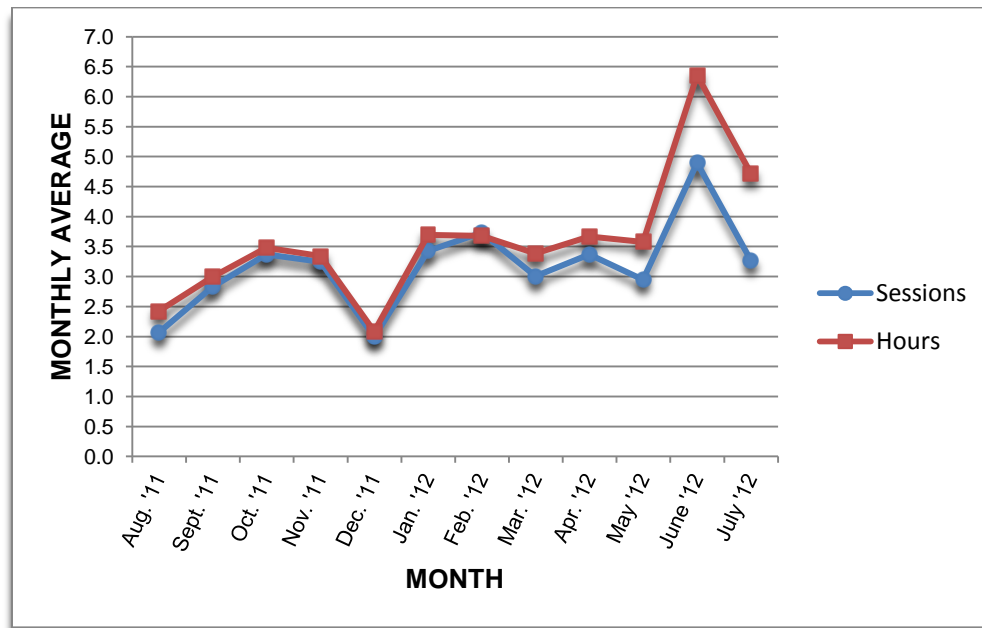
The information in the following tables and figures was derived from the client-level data reported on the client form by grantees that provided direct services to clients.

Table 13. Demographics for Clients in ETF-Funded Programs

	<i>Count</i>	<i>Percentage</i>	<i>Total</i>
Sex			4,366
Female	2,286	52.4%	
Male	2,080	47.6%	
Ethnicity			4,302
Hispanic, Latino, or Spanish	250	5.8%	
Not Hispanic, Latino, or Spanish	4,052	94.2%	
Race ¹³			4,251
White	375	8.8%	
Black or African-American	3,624	85.2%	
American Indian (Native American) or Alaskan Native	3	0.1%	
Asian	15	0.4%	
Native Hawaiian/Other Pacific Islander	2	<0.1%	
Multiracial	24	0.6%	
Ethnicity Entered as a Race	7	0.2%	
Other	7	0.2%	
Ethnicity Entered as a Race	194	4.6%	
Age (in years)			4,366
0 – 18	4,195	96.1%	
19+	171	3.9%	
Grade (for client 0-19 years)			4,190
Pre-Kindergarten – 5 th Grade	3,732	89.1%	
6 th Grade – 8 th Grade	421	10.0%	
9 th Grade – 12 th Grade	26	0.6%	
Other	10	0.2%	
Dropped-out	0	0.0%	
GED Preparatory Classes	1	<0.1%	
Special Needs and/or Disabilities			3,023
Child (0-18 years)	31	1.0%	
Adult (19+ years)	9	0.3%	
None	2,983	98.6%	
Parental Status			4,366
Not a Parent	4,198	96.2%	
Parent	168	3.8%	

¹³ The racial categories include how often ethnicity was reported instead of race and how often race data were paired with ethnicity for a multiracial client.

Figure 10. Average Number of Contact Sessions for Clients in ETF-Funded Programs per Month¹⁴



The total number of contact sessions for the entire year for ETF programs was 47,219 sessions with an average number 10.8 sessions per client per year. Last contract year, the total was 179,055.2 sessions with an average number of 5.7 sessions per client. On average, programs saw clients most frequently in June 2012 (4.9) and least frequently in December 2011 (2.0).

The total number of contact hours was 53,677.3 hours with an average of 12 hours and 18 minutes per client per year. Last contract year, the total was 161,625.4 hours with an average number of 5 hours and 6 minutes per client. On average, programs saw clients for the longest periods of time in June 2012 (6.4) and for the shortest periods of time in December 2011 (2.1).

¹⁴ This information is only for clients who had direct contact with programs. Clients who did not have contact with programs were not included in the calculations.

Programmatic Data

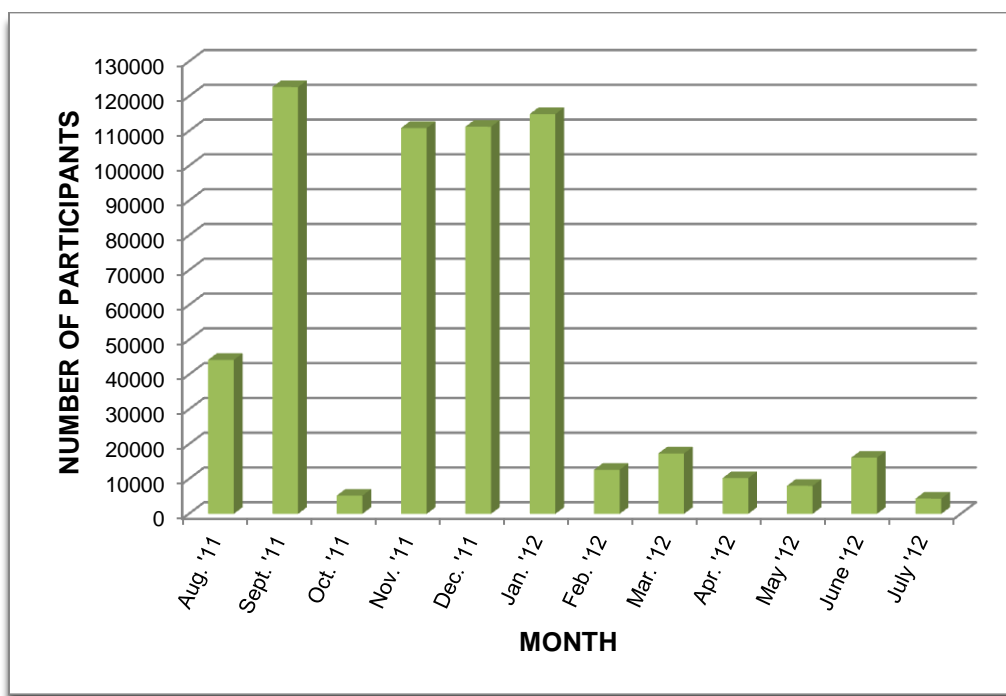
This section displays and discusses **agency-level** data for the ETF-funded programs funded in the 2011 – 2012 contract year. The information was reported on the agency form in the online data collection system.

Table 14. Number and Type of Public Outreach/Awareness Activities for ETF Programs

<i>Public Outreach/Awareness Activities</i>	<i>Count</i>	<i>Percentage</i>
Abusive Head Injury Trainings	2	0.7%
Billboard Campaigns	0	0.0%
Brochures or Flyers	33	12.0%
Child Abuse Prevention Month	11	4.0%
Class Sessions	21	7.7%
Community Fairs/Events	41	15.0%
CTF Check Presentations	0	0.0%
Digital Media	4	1.5%
Fundraisers/Charity Events	8	2.9%
Information Packets	28	10.3%
Mandatory Reporter Trainings	3	1.1%
Media Events	3	1.1%
Meetings	3	1.1%
Networking	1	0.4%
Other Activities	1	0.4%
Print Media	1	0.4%
Public Service Announcements	1	0.4%
Radio Spots	15	5.5%
Recruitment	0	0.0%
School Fairs/Events	12	4.4%
School Presentations	0	0.0%
Social Events	1	0.4%
Speaking Engagements	39	14.2%
T.V. Shows	13	4.7%
Tours	1	0.4%
Trainings	12	4.4%
Workshops	20	7.3%
TOTAL	274	100.0%

Over the course of the year, there were 274 public outreach/awareness activities by ETF programs. During the previous contract year, there were 1,521 activities. The three most common types of activities were community fairs or events, speaking engagements, and distribution of brochures or flyers.

Figure 11. Number of Participants Served by Public Outreach/Awareness Activities by ETF Programs by Month¹⁵



The number of participants estimated to have been served by public outreach/awareness activities was reported by month. An overall number could not be obtained as participants could participate in activities multiple times throughout the year. While participants could also participate in multiple activities in one month, rigorous data cleaning and detailed instructions provided to grantees on how to report this number has reduced the duplication as much as possible.

The number varied from month to month, and it was most affected by the number of television shows or public service announcements, print media publications, and radio spots as those activities have the potential to reach the greatest amount of people. The highest number of participants was during September 2011 (122,687), and the lowest was in July 2012 (4,387).

¹⁵For some activities, such as with radio spots, television shows, community fairs, etc., the number of participants was estimated by the programs since it was not feasible to obtain the exact number.

Outcome Data

This section displays and discusses **outcome** data for all of the ETF-funded programs funded in the 2011 – 2012 contract year. The information was reported on the client form in the online data collection system.

On October 1, 2010, grantees began collecting pre- and post-test data from all clients who were receiving direct services with one exception - school-based programs that anticipated serving more than 300 clients during the contract year reported those data on only a random sample of classrooms. The evaluation relied on five instruments, three used with child/adolescent clients and two used with adult clients (parents). Instruments were selected for use by the evaluation team according to client developmental level and type of services provided. The instruments measured changes in knowledge, attitudes, or skills associated with the prevention of child abuse and neglect through maximizing protective factors and minimizing risk factors.

Table 15 provides information about progress of the pre-test/post-test administration process.

Table 15. Number of Pre- and Post-Tests Entered by ETF Grantees by Instrument

	<i>Pre-Tests Entered (10/01/10 - 07/31/12)</i>	<i>Post-Tests Entered (10/01/10 - 07/31/12)</i>	<i>Completed Pairs (10/01/10 - 07/31/12)</i>
Assessment for Prosocial& Self- Protective Behaviors, K - 2 nd Grade	3,982	5,084	3,718
Assessment for Prosocial& Self- Protective Behaviors, 3 rd - 5 th Grade	1,372	1,654	1,163
Assessment for Prosocial& Self- Protective Behaviors, 6 th - 12 th Grade	449	354	307
Perceived Stress Scale	--	--	--
Protective Factors Survey	224	150	116
TOTAL	6,027	7,242	5,304

Table 16 contains the mean scores of the completed pairs of pre- and post-tests as well as the absolute value of the difference between the scores. This table also shows whether those differences were statistically significant based on paired samples t-tests.

The Protective Factors Survey (PFS) contains multiple scales and individual items not included in a scale. Mean scores on those scales and items are compared separately in the table below.

Table 16. Outcome Data Analysis and Mean Scores of Pre- and Post-Tests Entered by ETF Grantees by Instrument

	<i>n</i>	<i>Pre-Tests Mean</i>	<i>Post-Tests Mean</i>	<i>Absolute Value of Post- Test Minus Pre-Test</i>
Assessment for Prosocial& Self- Protective Behaviors, K - 2 nd Grade	2,380	4.40	8.36	3.96*
Assessment for Prosocial& Self- Protective Behaviors, 3 rd - 5 th Grade	869	7.95	8.88	0.93*
Assessment for Prosocial& Self- Protective Behaviors, 6 th - 12 th Grade	259	23.97	25.90	1.93*
Perceived Stress Scale	--	--	--	--
Protective Factors Survey				
<i>Concrete Support</i>	112	15.26	17.96	2.70*
<i>Family Functioning/Resiliency</i>	114	24.93	28.73	3.80*
<i>Nurturing and Attachment</i>	114	23.41	24.71	1.30*
<i>Social Support</i>	114	16.68	18.41	1.73*
<i>Child Development/Knowledge of Parenting</i>				
12. There are many times when I don't know what to do as a parent.	115	4.35	5.79	1.44*
13. I know how to help my child learn.	115	5.31	6.12	0.81*
14. My child misbehaves just to upset me.	115	5.03	5.76	0.73*
15. I praise my child when he/she behaves well.	113	5.96	6.44	0.48*
16. When I discipline my child, I lose control.	113	5.70	6.20	0.50*

*Mean difference is statistically significant at $p < 0.05$.

Those clients who had a perfect score on the pre-test administration of the “Assessment for Prosocial and Self-Protective Behaviors” (APSB) were removed from the analysis of change (post-test minus pre-test) since their “perfect” scores indicated they likely already comprehended the information imparted by the respective interventions and could already make prosocial behavioral choices. This allowed the analysis to focus on the children who stood to benefit the most from ADCANP programs. Because of this, the reader may note that there are a larger number of available matched pairs of pre- and post-tests than were analyzed.

The mean differences between pre-tests and post-tests for all instruments were statistically significant. Overall, clients who had the potential to show a change before participation in CTF programs showed an increase in protective factors and a decrease in risk factors from before they entered a program to after program service delivery. We believe the amount of difference between average pre-test and post-test scores for clients in need of enhanced awareness of knowledge supporting decreased risk and increased protective factors was large enough to be considered “important” from a “real world” perspective. For this reporting period, these results support the conclusion that the ADCANP programs providing services to combat child abuse and neglect made a difference in the lives of Alabama’s citizens and contributed to a savings of future resources that would otherwise be expended on the costs of child maltreatment.

MCOP Programs

Client Data

This section displays and discusses client-level data for the 11 CTF programs that received funding from the MCOP funding stream. The programs' contracts ended on September 30, 2011. The following data are for the first two months of the 2011-2012 contract year – August and September 2011.

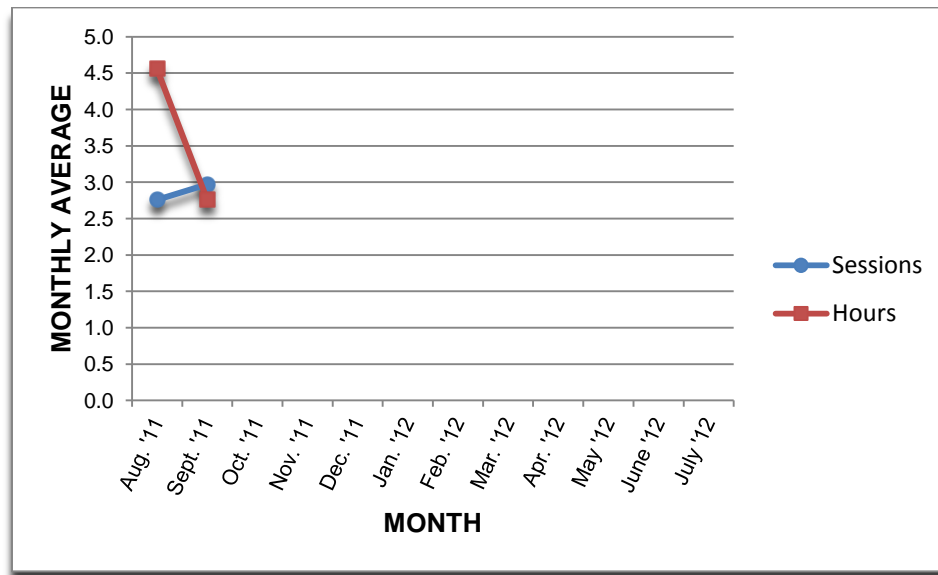
Eleven programs reported directly serving 404 clients during the 2011 – 2012 contract year (August – September 2011 only). During the previous contract year, 1,326 clients were served by 11 programs receiving MCOP monies that year.

Table 17. Demographics for Clients in MCOP-Funded Programs

	<i>Count</i>	<i>Percentage</i>	<i>Total</i>
Sex			404
Female	232	57.4%	
Male	172	42.6%	
Ethnicity			397
Hispanic, Latino, or Spanish	0	0.0%	
Not Hispanic, Latino, or Spanish	397	100.0%	
Race ¹⁶			403
White	78	19.4%	
Black or African-American	311	77.2%	
American Indian (Native American) or Alaskan Native	1	0.2%	
Asian	0	0.0%	
Native Hawaiian/Other Pacific Islander	0	0.0%	
Multiracial	13	3.2%	
Ethnicity Entered as a Race	0	0.0%	
Other	0	0.0%	
Ethnicity Entered as a Race	0	0.0%	
Age (in years)			404
0 – 18	404	100.0%	
19+	0	0.0%	
Grade (for client 0-19 years)			403
Pre-Kindergarten – 5 th Grade	213	52.9%	
6 th Grade – 8 th Grade	140	34.7%	
9 th Grade – 12 th Grade	50	12.4%	
Other	0	0.0%	
Dropped-out	0	0.0%	
GED Preparatory Classes	0	0.0%	
Special Needs and/or Disabilities			319
Child (0-18 years)	26	8.2%	
Adult (19+ years)	0	0.0%	
None	293	91.8%	
Parental Status			404
Not a Parent	404	100.0%	
Parent	0	0.0%	

¹⁶ The racial categories include how often ethnicity was reported instead of race and how often race data were paired with ethnicity for a multiracial client.

Figure 12. Average Number of Contact Sessions & Hours for Clients in MCOP-Funded Programs per Month¹⁷



The total number of contact sessions for August – September 2011 for MCOP programs was 2,000 sessions with an average number of 5.0 sessions per client for those months. Last contract year, the total was 14,068.5 sessions with an average number of 10.6 sessions per client per year. On average, programs saw clients most frequently in September 2011 (3.1).

The total number of contact hours was 2,531 hours with an average of 6 hours and 18 minutes per client for those months. Last contract year, the total was 24,738.55 hours with an average number of 18 hours and 42 minutes per client per year. On average, programs saw clients for the longest periods of time in August 2011 (4.6).

¹⁷ This information is only for clients who had direct contact with programs. Clients who did not have contact with programs were not included in the calculations.

Programmatic Data

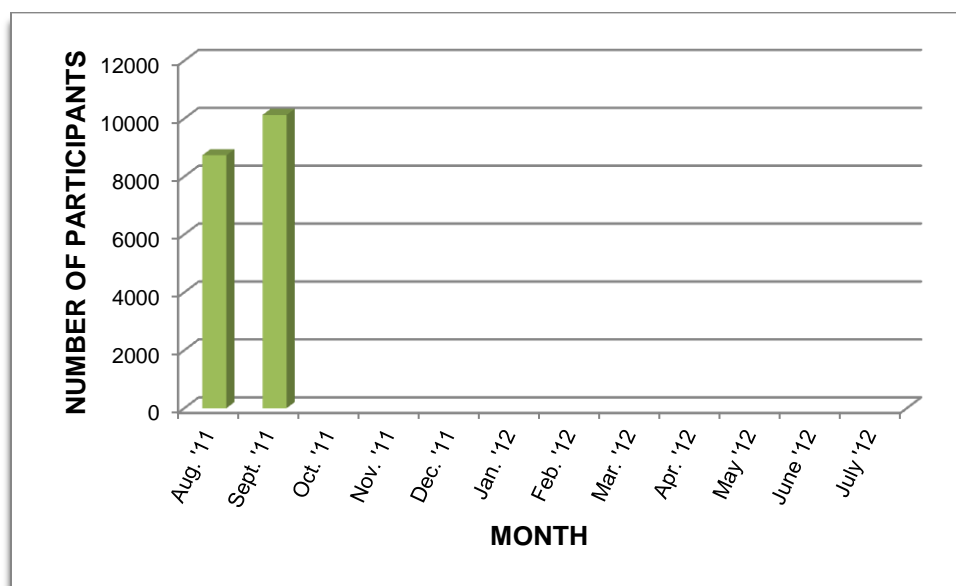
This section displays and discusses **agency-level** data for the MCOP-funded programs funded in the 2011 – 2012 contract year. The information was reported on the agency form in the online data collection system.

Table 18. Number and Type of Public Outreach/Awareness Activities for MCOP Programs

<i>Public Outreach/Awareness Activities</i>	<i>Count</i>	<i>Percentage</i>
Abusive Head Injury Trainings	0	0.0%
Billboard Campaigns	0	0.0%
Brochures or Flyers	4	4.8%
Child Abuse Prevention Month	0	0.0%
Class Sessions	0	0.0%
Community Fairs/Events	18	21.4%
CTF Check Presentations	0	0.0%
Digital Media	1	1.2%
Fundraisers/Charity Events	1	1.2%
Information Packets	0	0.0%
Mandatory Reporter Trainings	0	0.0%
Media Events	0	0.0%
Meetings	10	11.9%
Networking	0	0.0%
Other Activities	3	3.6%
Print Media	2	2.4%
Public Service Announcements	1	1.2%
Radio Spots	2	2.4%
Recruitment	0	0.0%
School Fairs/Events	1	1.2%
School Presentations	0	0.0%
Social Events	4	4.8%
Speaking Engagements	24	28.6%
T.V. Shows	2	2.4%
Tours	0	0.0%
Trainings	10	11.9%
Workshops	1	1.2%
TOTAL	84	100.0%

In August and September 2011, there were 84 public outreach/awareness activities by MCOP programs. During the previous contract year, there were 616 activities. The three most common types of activities were speaking engagements, community fairs and events, meetings, and trainings.

Figure 13. Number of Participants Served by Public Outreach/Awareness Activities by MCOP Programs by Month¹⁸



The number of participants estimated to have been served by public outreach/awareness activities was reported by month. An overall number could not be obtained as participants could participate in activities multiple times throughout the year. While participants could also participate in multiple activities in one month, rigorous data cleaning and detailed instructions provided to grantees on how to report this number has reduced the duplication as much as possible.

The number varied from month to month, and it was most affected by the number of television shows or public service announcements, print media publications, and radio spots as those activities have the potential to reach the greatest amount of people.

¹⁸For some activities, such as with radio spots, television shows, community fairs, etc., the number of participants was estimated by the programs since it was not feasible to obtain the exact number.

Outcome Data

This section displays and discusses **outcome** data for all of the MCOP-funded programs funded in the 2011 – 2012 contract year. The information was reported on the client form in the online data collection system.

On October 1, 2010, grantees began collecting pre- and post-test data from all clients who were receiving direct services with one exception - school-based programs that anticipated serving more than 300 clients during the contract year reported those data on only a random sample of classrooms. The evaluation relied on five instruments, three used with child/adolescent clients and two used with adult clients (parents). Instruments were selected for use by the evaluation team according to client developmental level and type of services provided. The instruments measured changes in knowledge, attitudes, or skills associated with the prevention of child abuse and neglect through maximizing protective factors and minimizing risk factors.

Table 19 provides information about progress of the pre-test/post-test administration process.

Table 19. Number of Pre- and Post-Tests Entered by MCOP Grantees by Instrument

	<i>Pre-Tests Entered (10/01/10 - 09/30/11)</i>	<i>Post-Tests Entered (10/01/10 - 09/30/11)</i>	<i>Completed Pairs (10/01/10 - 09/30/11)</i>
Assessment for Prosocial& Self- Protective Behaviors, K - 2 nd Grade	43	87	27
Assessment for Prosocial& Self- Protective Behaviors, 3 rd - 5 th Grade	73	121	37
Assessment for Prosocial& Self- Protective Behaviors, 6 th - 12 th Grade	85	172	42
Perceived Stress Scale	--	--	--
Protective Factors Survey	--	--	--
TOTAL	201	380	106

The data for the three Assessment for Prosocial & Self-Protective Behaviors instruments were not analyzed due to insufficient pairs available for analysis during this reporting period.

REALTOR Programs

Client Data

This section displays and discusses client-level data for 1 CTF programs that received \$30,000 from the REALTOR funding stream. **One program reported directly serving 2,892 clients** during the 2011 – 2012 contract year. During the previous contract year, 2,496 clients were served by 2 programs receiving REALTOR monies that year; the other REALTOR program was unable to obtain client-level data as those who received services were anonymous.

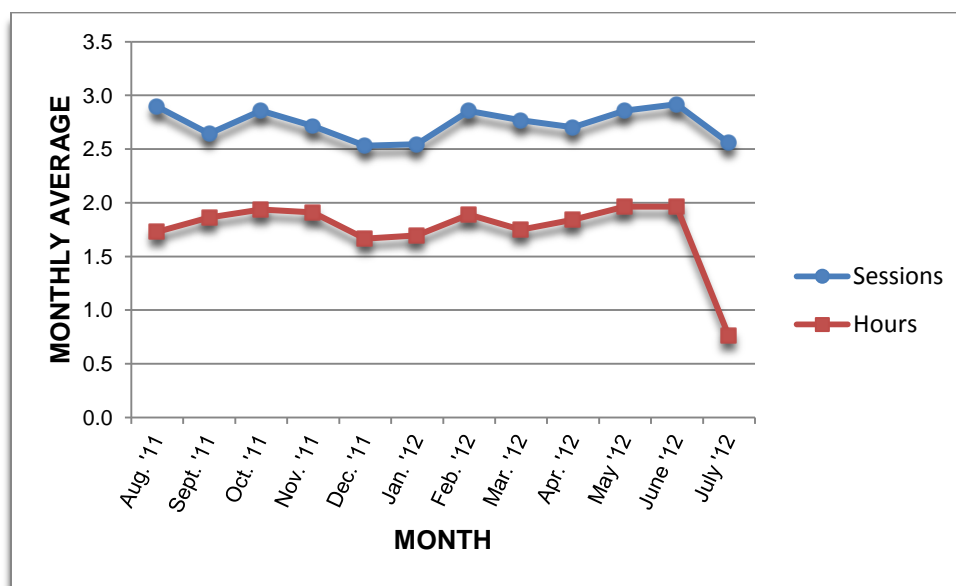
The information in the following tables and figures was derived from the client-level data reported on the client form by grantees that provided direct services to clients.

Table 20. Demographics for Clients in REALTOR-Funded Program

	<i>Count</i>	<i>Percentage</i>	<i>Total</i>
Sex			2,892
Female	1,679	58.1%	
Male	1,213	41.9%	
Ethnicity			2,889
Hispanic, Latino, or Spanish	212	7.3%	
Not Hispanic, Latino, or Spanish	2,677	92.7%	
Race ¹⁹			2,889
White	537	18.6%	
Black or African-American	2,286	79.1%	
American Indian (Native American) or Alaskan Native	8	0.3%	
Asian	7	0.2%	
Native Hawaiian/Other Pacific Islander	1	<0.1%	
Multiracial	29	1.0%	
Ethnicity Entered as a Race	0	0.0%	
Other	0	0.0%	
Ethnicity Entered as a Race	21	0.7%	
Age (in years)			2,892
0 – 18	2,349	81.2%	
19+	543	18.8%	
Grade (for client 0-19 years)			894
Pre-Kindergarten – 5 th Grade	464	51.9%	
6 th Grade – 8 th Grade	213	23.8%	
9 th Grade – 12 th Grade	214	23.9%	
Other	1	0.1%	
Dropped-out	1	0.1%	
GED Preparatory Classes	1	0.1%	
Special Needs and/or Disabilities			2,385
Child (0-18 years)	529	22.2%	
Adult (19+ years)	16	0.7%	
None	1,840	77.1%	
Parental Status			2,892
Not a Parent	2,510	86.8%	
Parent	382	13.2%	

¹⁹ The racial categories include how often ethnicity was reported instead of race and how often race data were paired with ethnicity for a multiracial client.

Figure 14. Average Number of Contact Sessions & Hours for Clients in REALTOR-Funded Program per Month²⁰



The total number of contact sessions for the entire year for the REALTOR program was 10,363 sessions with an average number of 3.6 sessions per client per year. Last contract year, the total was 8,455 sessions with an average number of 3.4 sessions per client. On average, programs saw clients most frequently in August and October 2011 as well as February, May, and June 2012 (2.9) and least frequently in December 2011 and January 2012 (2.5).

The total number of contact hours was 6656.84 hours with an average of 2 hours and 18 minutes per client per year. Last contract year, the total was 5,533.61 hours with an average number of 2 hours and 12 minutes per client. On average, programs saw clients for the longest periods of time in May and June 2012 (2.0) and for the shortest periods of time in July 2012 (0.8).

²⁰ This information is only for clients who had direct contact with programs. Clients who did not have contact with programs were not included in the calculations.

Programmatic Data

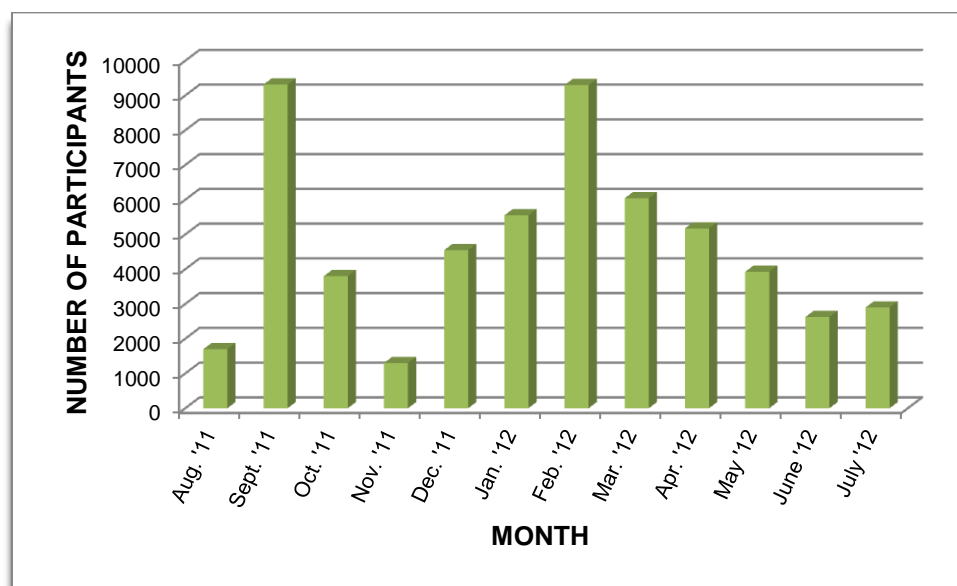
This section displays and discusses **agency-level** data for the REALTOR-funded programs funded in the 2011 – 2012 contract year. The information was reported on the agency form in the online data collection system.

Table 21. Number and Type of Public Outreach/Awareness Activities for REALTOR Program

<i>Public Outreach/Awareness Activities</i>	<i>Count</i>	<i>Percentage</i>
Abusive Head Injury Trainings	0	0.0%
Billboard Campaigns	0	0.0%
Brochures or Flyers	218	67.1%
Child Abuse Prevention Month	0	0.0%
Class Sessions	0	0.0%
Community Fairs/Events	43	13.2%
CTF Check Presentations	0	0.0%
Digital Media	0	0.0%
Fundraisers/Charity Events	9	2.8%
Information Packets	0	0.0%
Mandatory Reporter Trainings	0	0.0%
Media Events	0	0.0%
Meetings	0	0.0%
Networking	0	0.0%
Other Activities	0	0.0%
Print Media	0	0.0%
Public Service Announcements	1	0.3%
Radio Spots	0	0.0%
Recruitment	0	0.0%
School Fairs/Events	4	1.2%
School Presentations	0	0.0%
Social Events	0	0.0%
Speaking Engagements	42	12.9%
T.V. Shows	2	0.6%
Tours	0	0.0%
Trainings	0	0.0%
Workshops	6	1.8%
TOTAL	325	100.0%

Over the course of the year, there were 325 public outreach/awareness activities by the REALTOR program. During the previous contract year, there were 519 activities. The three most common types of activities were distribution of brochures or flyers, community fairs or events, and speaking engagements.

Figure 15. Number of Participants Served by Public Outreach/Awareness Activities by REALTOR Programs by Month²¹



The number of participants estimated to have been served by public outreach/awareness activities was reported by month. An overall number could not be obtained as participants could participate in activities multiple times throughout the year. While participants could also participate in multiple activities in one month, rigorous data cleaning and detailed instructions provided to grantees on how to report this number has reduced the duplication as much as possible.

The number varied from month to month, and it was most affected by the number of television shows or public service announcements, print media publications, and radio spots as those activities have the potential to reach the greatest amount of people. The highest number of participants was during September 2011 (9,315), and the lowest was in November 2011 (1,300).

Outcome Data

Due to the nature of the services provided by both REALTOR programs, pre- and post-test could not be collected. Outcome data is therefore unavailable.

²¹For some activities, such as with radio spots, television shows, community fairs, etc., the number of participants was estimated by the programs since it was not feasible to obtain the exact number.

RFP Programs

Client Data

This section displays and discusses client-level data for the 14²² CTF programs that received \$2,372,998 from the HHS/OFA Responsible Fatherhood (RFP) funding stream. The programs' contracts began on October 1, 2011, so the data in this section do not include August and September 2011. **Fourteen programs reported directly serving 1,675 clients** from October 1, 2011 to July 31, 2012.

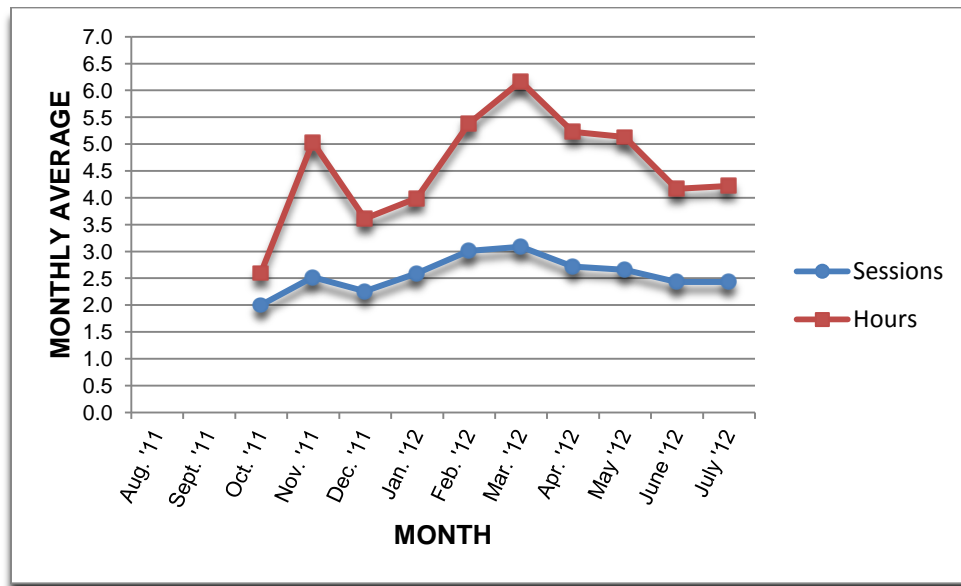
²² One program's grant ended on April 30, 2012.

Table 22. Demographics for Clients in RFP-Funded Programs

	<i>Count</i>	<i>Percentage</i>	<i>Total</i>
Sex			1,675
Female	512	30.6%	
Male	1,163	69.4%	
Ethnicity			1,650
Hispanic, Latino, or Spanish	38	2.3%	
Not Hispanic, Latino, or Spanish	1,612	97.7%	
Race ²³			1,663
White	618	37.2%	
Black or African-American	975	58.6%	
American Indian (Native American) or Alaskan Native	20	1.2%	
Asian	8	0.5%	
Native Hawaiian/Other Pacific Islander	3	0.2%	
Multiracial	11	0.7%	
Ethnicity Entered as a Race	3	0.2%	
Other	0	0.0%	
Ethnicity Entered as a Race	25	1.5%	
Age (in years)			1,675
0 – 18	17	1.0%	
19+	1,658	99.0%	
Grade (for client 0-19 years)			2
Pre-Kindergarten – 5 th Grade	0	0.0%	
6 th Grade – 8 th Grade	0	0.0%	
9 th Grade – 12 th Grade	2	100.0%	
Other	0	0.0%	
Dropped-out	0	0.0%	
GED Preparatory Classes	0	0.0%	
Special Needs and/or Disabilities			
Child (0-18 years)	--	--	
Adult (19+ years)	--	--	
None	--	--	
Parental Status			1,675
Not a Parent	151	9.0%	
Parent	1,524	94.0%	

²³ The racial categories include how often ethnicity was reported instead of race and how often race data were paired with ethnicity for a multiracial client.

Figure 16. Average Number of Contact Sessions & Hours for Clients in RFP-Funded Programs per Month²⁴



The total number of contact sessions for the entire year for RFP programs was 10,434 sessions with an average number of 6.2 sessions per client per year. On average, programs saw clients most frequently in March 2012 (3.1) and least frequently in October 2011 (2.0).

The total number of contact hours was 19,488.86 hours with an average of 11 hours and 36 minutes per client per year. On average, programs saw clients for the longest periods of time in March 2012 (6.2) and for the shortest periods of time in October 2011 (2.6).

²⁴ This information is only for clients who had direct contact with programs. Clients who did not have contact with programs were not included in the calculations.

Programmatic Data

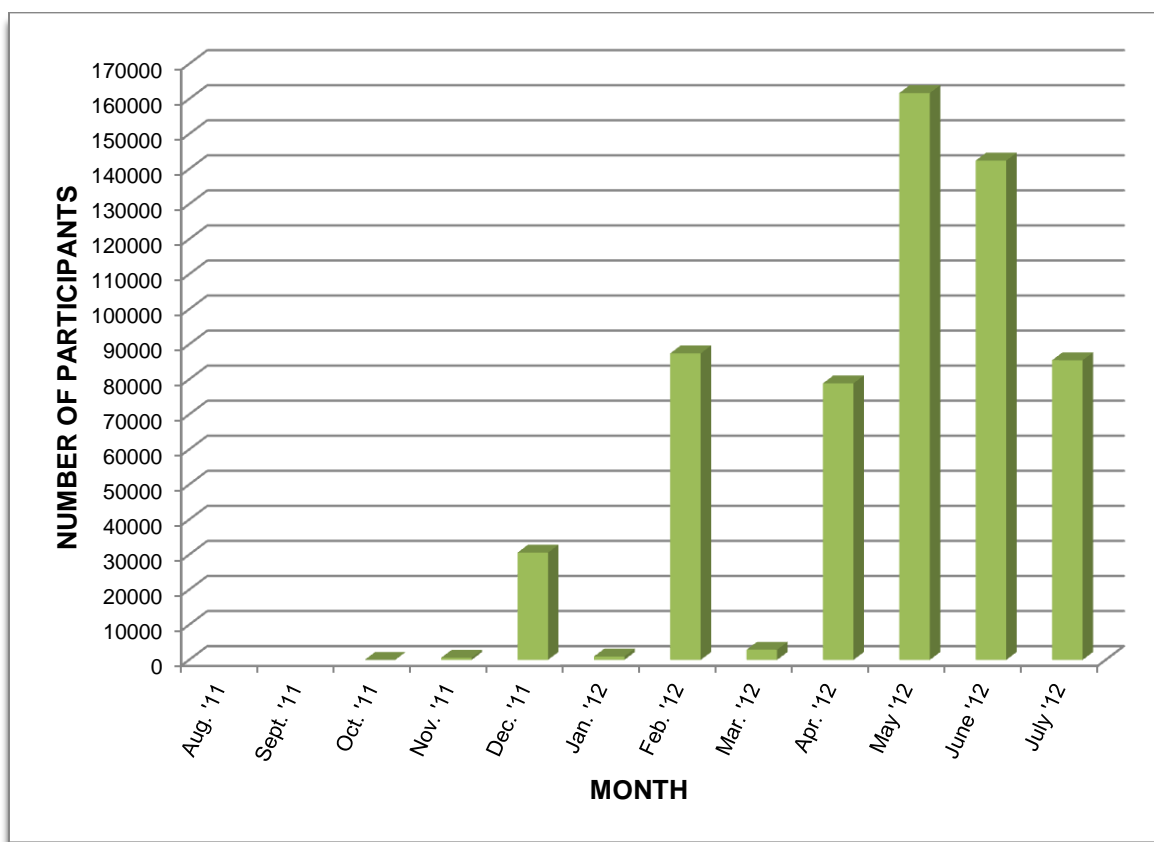
This section displays and discusses **agency-level** data for the RFP-funded programs funded in the 2011 – 2012 contract year. The information was reported on the agency form in the online data collection system.

Table 23. Number and Type of Public Outreach/Awareness Activities for RFP Programs

<i>Public Outreach/Awareness Activities</i>	<i>Count</i>	<i>Percentage</i>
Abusive Head Injury Trainings	3	0.7%
Billboard Campaigns	17	4.1%
Brochures or Flyers	44	10.6%
Child Abuse Prevention Month	14	3.4%
Class Sessions	0	0.0%
Community Fairs/Events	44	10.6%
CTF Check Presentations	2	0.5%
Digital Media	7	1.7%
Fundraisers/Charity Events	4	1.0%
Information Packets	18	4.3%
Mandatory Reporter Trainings	1	0.2%
Media Events	5	1.2%
Meetings	15	3.6%
Networking	23	5.5%
Other Activities	7	1.7%
Print Media	7	1.7%
Public Service Announcements	0	0.0%
Radio Spots	5	1.2%
Recruitment	13	3.1%
School Fairs/Events	2	0.5%
School Presentations	0	0.0%
Social Events	2	0.5%
Speaking Engagements	104	25.1%
T.V. Shows	5	1.2%
Tours	1	0.2%
Trainings	23	5.5%
Workshops	49	11.8%
TOTAL	415	100.0%

Between October 2011 – July 2012, there were 415 public outreach/awareness activities by RFP programs. The three most common types of activities were speaking engagements, workshops, and distribution of brochures or flyers.

Figure 17. Number of Participants Served by Public Outreach/Awareness Activities by RFP Programs by Month²⁵



The number of participants estimated to have been served by public outreach/awareness activities was reported by month. An overall number could not be obtained as participants could participate in activities multiple times throughout the year. While participants could also participate in multiple activities in one month, rigorous data cleaning and detailed instructions provided to grantees on how to report this number has reduced the duplication as much as possible.

The number varied from month to month, and it was most affected by the number of television shows or public service announcements, print media publications, and radio spots as those activities have the potential to reach the greatest amount of people. The highest number of participants was during May 2012 (161,708), and the lowest was in October 2011 (0).

²⁵For some activities, such as with radio spots, television shows, community fairs, etc., the number of participants was estimated by the programs since it was not feasible to obtain the exact number.

Outcome Data

This section displays and discusses **outcome** data for all of the RFP-funded programs funded in the 2011 – 2012 contract year. The information was reported on the client form in the online data collection system.

On October 1, 2010, grantees began collecting pre- and post-test data from all clients who were receiving direct services with one exception - school-based programs that anticipated serving more than 300 clients during the contract year reported those data on only a random sample of classrooms. The evaluation relied on five instruments, three used with child/adolescent clients and two used with adult clients (parents). Instruments were selected for use by the evaluation team according to client developmental level and type of services provided. The instruments measured changes in knowledge, attitudes, or skills associated with the prevention of child abuse and neglect through maximizing protective factors and minimizing risk factors.

Table 24 provides information about progress of the pre-test/post-test administration process.

Table 24. Number of Pre- and Post-Tests Entered by RFP Grantees by Instrument

	<i>Pre-Tests Entered (10/01/11 - 07/31/12)</i>	<i>Post-Tests Entered (10/01/11 - 07/31/12)</i>	<i>Completed Pairs (10/01/11 - 07/31/12)</i>
Assessment for Prosocial& Self- Protective Behaviors, K - 2 nd Grade	--	--	--
Assessment for Prosocial& Self- Protective Behaviors, 3 rd - 5 th Grade	--	--	--
Assessment for Prosocial& Self- Protective Behaviors, 6 th - 12 th Grade	--	--	--
Perceived Stress Scale	--	--	--
Protective Factors Survey	1,629	993	849
TOTAL	1,629	993	849

Table 25 contains the mean scores of the completed pairs of pre- and post-tests as well as the absolute value of the difference between the scores. This table also shows whether those differences were statistically significant based on paired samples t-tests.

The Protective Factors Survey (PFS) contains multiple scales and individual items not included in a scale. Mean scores on those scales and items are compared separately in the table below.

Table 25. Outcome Data Analysis and Mean Scores of Pre- and Post-Tests Entered by RFP Grantee by Instrument

	<i>n</i>	<i>Pre-Tests Mean</i>	<i>Post-Tests Mean</i>	<i>Absolute Value of Post- Test Minus Pre-Test</i>
Assessment for Prosocial& Self-Protective Behaviors, K - 2 nd Grade	--	--	--	--
Assessment for Prosocial& Self-Protective Behaviors, 3 rd - 5 th Grade	--	--	--	--
Assessment for Prosocial& Self-Protective Behaviors, 6 th - 12 th Grade	--	--	--	--
Perceived Stress Scale	--	--	--	--
Protective Factors Survey				
<i>Concrete Support</i>	805	14.83	16.02	1.19*
<i>Family Functioning/Resiliency</i>	810	24.18	26.03	1.85*
<i>Nurturing and Attachment</i>	637	24.34	25.09	0.75*
<i>Social Support</i>	822	16.08	16.85	0.77*
<i>Child Development/Knowledge of Parenting</i>				
12. There are many times when I don't know what to do as a parent.	654	4.78	5.28	0.50*
13. I know how to help my child learn.	654	5.82	6.07	0.25*
14. My child misbehaves just to upset me.	648	5.58	5.78	0.20*
15. I praise my child when he/she behaves well.	646	6.06	6.16	0.10
16. When I discipline my child, I lose control.	647	6.34	6.41	0.07

*Mean difference is statistically significant at $p < 0.05$.

The mean differences between almost all of the subscales and questions on the pre-tests and post-tests for the Protective Factors Survey (PFS) instrument were statistically significant. Overall, clients who had the potential to show a change before participation in CTF programs showed an increase in protective factors and a decrease in risk factors from before they entered a program to after program service delivery. We believe the amount of difference between average pre-test and post-test scores for clients in need of enhanced awareness of knowledge supporting decreased risk and increased protective factors was large enough to be considered “important” from a “real world” perspective. For this reporting period, these results support the conclusion that the ADCANP programs providing services to combat child abuse and neglect made a difference in the lives of Alabama’s citizens and contributed to a savings of future resources that would otherwise be expended on the costs of child maltreatment.

TANF Programs

Client Data

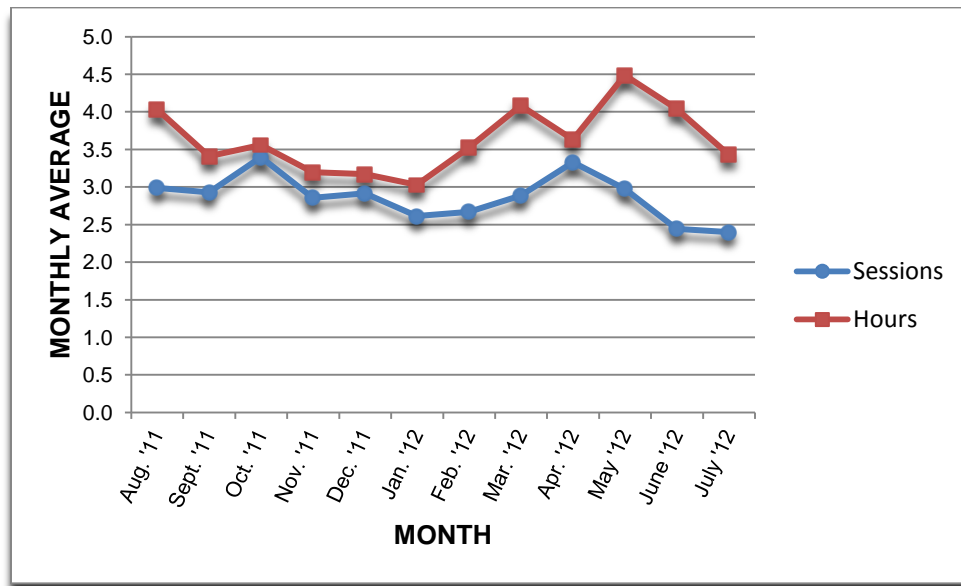
This section displays and discusses client-level data for the 23 CTF programs that received \$974,745 from the TANF funding stream. **Twenty-three programs reported directly serving 1,905 clients** during the 2011 – 2012 contract year. During the previous contract year, 2,257 clients were served by the 23 programs receiving TANF monies that year. The information in the following tables and figures was derived from the client-level data reported on the client form by grantees that provided direct services to clients.

Table 26. Demographics for Clients in TANF-Funded Programs

	<i>Count</i>	<i>Percentage</i>	<i>Total</i>
Sex			1,905
Female	417	21.9%	
Male	1,488	78.1%	
Ethnicity			1,891
Hispanic, Latino, or Spanish	16	0.8%	
Not Hispanic, Latino, or Spanish	1,875	99.2%	
Race ²⁶			1,904
White	739	38.8%	
Black or African-American	1,133	59.5%	
American Indian (Native American) or Alaskan Native	9	0.5%	
Asian	1	0.1%	
Native Hawaiian/Other Pacific Islander	0	0.0%	
Multiracial	12	0.6%	
Ethnicity Entered as a Race	1	0.1%	
Other	0	0.0%	
Ethnicity Entered as a Race	9	0.5%	
Age (in years)			1,905
0 – 18	92	4.8%	
19+	1,813	95.2%	
Grade (for client 0-19 years)			90
Pre-Kindergarten – 5 th Grade	0	0.0%	
6 th Grade – 8 th Grade	5	5.6%	
9 th Grade – 12 th Grade	79	87.8%	
Other	0	0.0%	
Dropped-out	2	2.2%	
GED Preparatory Classes	4	4.4%	
Special Needs and/or Disabilities			1,143
Child (0-18 years)	11	1.0%	
Adult (19+ years)	43	3.8%	
None	1,089	95.3%	
Parental Status			1,905
Not a Parent	178	9.3%	
Parent	1,727	90.7%	

²⁶ The racial categories include how often ethnicity was reported instead of race and how often race data were paired with ethnicity for a multiracial client.

Figure 18. Average Number of Contact Sessions & Hours for Clients in TANF-Funded Programs per Month²⁷



The total number of contact sessions for the entire year for TANF programs was 15,890.87 sessions with an average number of 8.3 sessions per client per year. Last contract year, the total was 20,332.25 sessions with an average number of 9.0 sessions per client. On average, programs saw clients most frequently in October 2011 (3.4) and least frequently in June and July 2012 (2.4).

The total number of contact hours was 21,226.39 hours with an average of 11 hours and 6 minutes per client per year. Last contract year, the total was 25,632.75 hours with an average number of 11 hours and 24 minutes per client. On average, programs saw clients for the longest periods of time in May 2012 (4.5) and for the shortest periods of time in January 2012 (3.0).

²⁷ This information is only for clients who had direct contact with programs. Clients who did not have contact with programs were not included in the calculations.

Programmatic Data

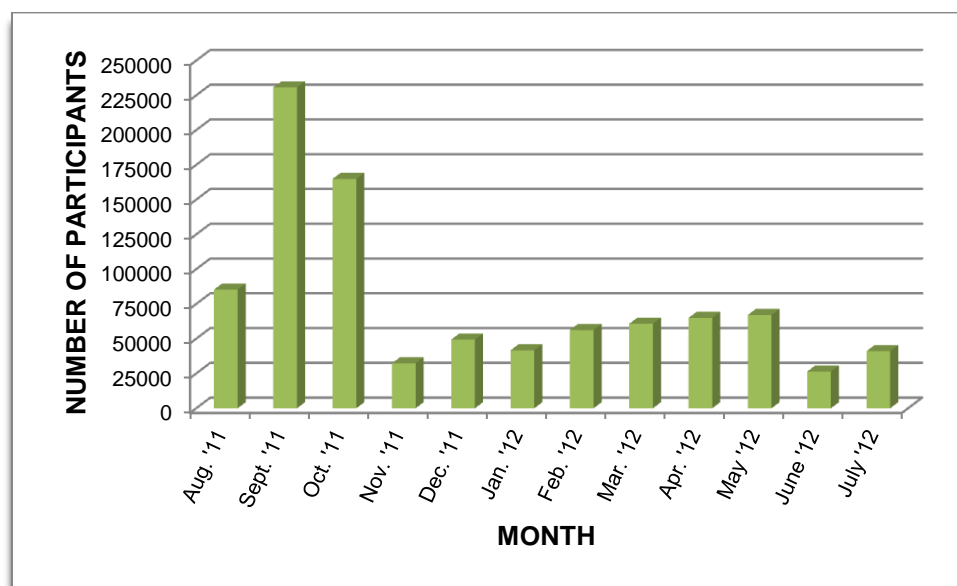
This section displays and discusses **agency-level** data for the TANF-funded programs funded in the 2011 – 2012 contract year. The information was reported on the agency form in the online data collection system.

Table 27. Number and Type of Public Outreach/Awareness Activities for TANF Programs

<i>Public Outreach/Awareness Activities</i>	<i>Count</i>	<i>Percentage</i>
Abusive Head Injury Trainings	7	1.3%
Billboard Campaigns	15	2.8%
Brochures or Flyers	69	12.9%
Child Abuse Prevention Month	17	3.2%
Class Sessions	9	1.7%
Community Fairs/Events	53	9.9%
CTF Check Presentations	1	0.2%
Digital Media	15	2.8%
Fundraisers/Charity Events	18	3.4%
Information Packets	24	4.5%
Mandatory Reporter Trainings	1	0.2%
Media Events	7	1.3%
Meetings	16	3.0%
Networking	33	6.2%
Other Activities	25	4.7%
Print Media	21	3.9%
Public Service Announcements	3	0.6%
Radio Spots	26	4.9%
Recruitment	3	0.6%
School Fairs/Events	4	0.7%
School Presentations	0	0.0%
Social Events	2	0.4%
Speaking Engagements	73	13.7%
T.V. Shows	9	1.7%
Tours	0	0.0%
Trainings	43	8.1%
Workshops	40	7.5%
TOTAL	534	100.0%

Over the course of the year, there were 534 public outreach/awareness activities by TANF programs. During the previous contract year, there were 489 activities. The three most common types of activities were speaking engagements, distribution of brochures or flyers, and community fairs or events.

Figure 19. Number of Participants Served by Public Outreach/Awareness Activities by TANF Programs by Month²⁸



The number of participants estimated to have been served by public outreach/awareness activities was reported by month. An overall number could not be obtained as participants could participate in activities multiple times throughout the year. While participants could also participate in multiple activities in one month, rigorous data cleaning and detailed instructions provided to grantees on how to report this number has reduced the duplication as much as possible.

The number varied from month to month, and it was most affected by the number of television shows or public service announcements, print media publications, and radio spots as those activities have the potential to reach the greatest amount of people. The highest number of participants was during September 2011 (230,685), and the lowest was in June 2012 (41,047).

²⁸For some activities, such as with radio spots, television shows, community fairs, etc., the number of participants was estimated by the programs since it was not feasible to obtain the exact number.

Outcome Data

This section displays and discusses **outcome** data for all of the TANF-funded programs funded in the 2011 – 2012 contract year. The information was reported on the client form in the online data collection system.

On October 1, 2010, grantees began collecting pre- and post-test data from all clients who were receiving direct services with one exception – school-based programs that anticipated serving more than 300 clients during the contract year reported those data on only a random sample of classrooms. The evaluation relied on five instruments, three used with child/adolescent clients and two used with adult clients (parents). Instruments were selected for use by the evaluation team according to client developmental level and type of services provided. The instruments measured changes in knowledge, attitudes, or skills associated with the prevention of child abuse and neglect through maximizing protective factors and minimizing risk factors.

Table 28 provides information about progress of the pre-test/post-test administration process.

Table 28. Number of Pre- and Post-Tests Entered by TANF Grantees by Instrument

	<i>Pre-Tests Entered (10/01/10 - 07/31/12)</i>	<i>Post-Tests Entered (10/01/10 - 07/31/12)</i>	<i>Completed Pairs (10/01/10 - 07/31/12)</i>
Assessment for Prosocial& Self- Protective Behaviors, K - 2 nd Grade	--	--	--
Assessment for Prosocial& Self- Protective Behaviors, 3 rd - 5 th Grade	--	--	--
Assessment for Prosocial& Self- Protective Behaviors, 6 th - 12 th Grade	393	337	319
Perceived Stress Scale	95	123	78
Protective Factors Survey	1,820	1,728	1,069
TOTAL	2,308	2,188	1,466

Table 29 contains the mean scores of the completed pairs of pre- and post-tests as well as the absolute value of the difference between the scores. This table also shows whether those differences were statistically significant based on paired samples t-tests.

The Protective Factors Survey (PFS) contains multiple scales and individual items not included in a scale. Mean scores on those scales and items are compared separately in the table below.

Table 29. Outcome Data Analysis and Mean Scores of Pre- and Post-Tests Entered by TANF Grantees by Instrument

	<i>n</i>	<i>Pre-Tests Mean</i>	<i>Post-Tests Mean</i>	<i>Absolute Value of Post- Test Minus Pre-Test</i>
Assessment for Prosocial& Self- Protective Behaviors, K - 2 nd Grade	--	--	--	--
Assessment for Prosocial& Self- Protective Behaviors, 3 rd - 5 th Grade	--	--	--	--
Assessment for Prosocial& Self- Protective Behaviors, 6 th - 12 th Grade	283	24.65	26.04	1.39*
Perceived Stress Scale	76	19.08	15.53	3.55*
Protective Factors Survey				
<i>Concrete Support</i>	1,032	15.00	15.90	0.90*
<i>Family Functioning/Resiliency</i>	1,030	24.50	26.25	1.75*
<i>Nurturing and Attachment</i>	917	23.84	24.27	0.43*
<i>Social Support</i>	1,050	16.67	17.18	0.51*
<i>Child Development/Knowledge of Parenting</i>				
12. There are many times when I don't know what to do as a parent.	938	4.93	5.14	0.21*
13. I know how to help my child learn.	935	5.80	5.91	0.11*
14. My child misbehaves just to upset me.	924	5.78	5.77	0.01
15. I praise my child when he/she behaves well.	927	6.00	6.08	0.08
16. When I discipline my child, I lose control.	915	6.34	6.32	0.02

*Mean difference is statistically significant at $p < 0.05$.

Those clients who had a perfect score on the pre-test administration of the “Assessment for Prosocial and Self-Protective Behaviors” (APSB) were removed from the analysis of change (post-test minus pre-test) since their “perfect” scores indicated they likely already comprehended the information imparted by the respective interventions and could already make prosocial behavioral choices. This allowed the analysis to focus on the children who stood to benefit the most from ADCANP programs. Because of this, the reader may note that there are a larger number of available matched pairs of pre- and post-tests than were analyzed.

The mean differences between pre-tests and post-tests for the 6th Grade – 12th Grade APSB and the Perceived Stress Scale (PSS) were statistically significant. In addition, the concrete support, family functioning/resiliency, nurturing and attachment, and social support PFS subscales as well as two of the five child development/knowledge of parenting questions also had statistical significance. Overall, clients who had the potential to show a change before participation in CTF programs showed an increase in protective factors and a decrease in risk factors from before they entered a program to after program service delivery. We believe the amount of difference between average pre-test and post-test scores for clients in need of enhanced awareness of knowledge supporting decreased risk and increased protective factors was large enough to be considered “important” from a “real world” perspective. For this reporting period, these results support the conclusion that the ADCANP programs providing services to combat child abuse and neglect made a difference in the lives of Alabama’s citizens and contributed to a savings of future resources that would otherwise be expended on the costs of child maltreatment.

Programs by Type

In this section of the yearly report, the information presented in the below tables and figures is divided by the following nine program types – fatherhood, HHS/OFA responsible fatherhood, healthy relationships, home visitation, mentoring, non-school based/after-school, parent education and support, public awareness and training, respite care, and school-based.

Fatherhood Programs

Client Data

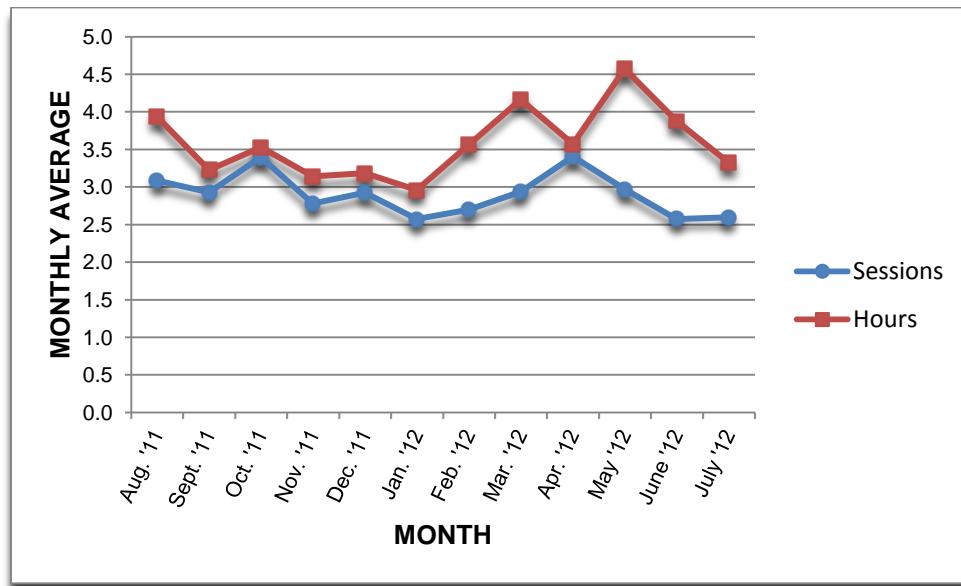
This section displays and discusses client-level data for the 21 Fatherhood programs that received \$914,745 from CTF. **Twenty-one programs reported directly serving 1,486 clients** during the 2011 – 2012 contract year. During the previous contract year, 1,590 clients were served by 21 Fatherhood programs.

Table 30. Demographics for Clients in Fatherhood Programs

	<i>Count</i>	<i>Percentage</i>	<i>Total</i>
Sex			1,486
Female	77	5.2%	
Male	1,409	94.8%	
Ethnicity			1,473
Hispanic, Latino, or Spanish	11	0.7%	
Not Hispanic, Latino, or Spanish	1,462	99.3%	
Race ²⁹			1,485
White			
Black or African-American	1,029	69.3%	
American Indian (Native American) or Alaskan Native	5	0.3%	
Asian	1	0.1%	
Native Hawaiian/Other Pacific Islander			
Multiracial	6	0.4%	
Ethnicity Entered as a Race	1	0.1%	
Other	0	0.0%	
Ethnicity Entered as a Race	9	0.6%	
Age (in years)			1,486
0 – 18	10	0.7%	
19+	1,476	99.3%	
Grade (for client 0-19 years)			8
Pre-Kindergarten – 5 th Grade	0	0.0%	
6 th Grade – 8 th Grade	0	0.0%	
9 th Grade – 12 th Grade	2	25.0%	
Other	0	0.0%	
Dropped-out	2	25.0%	
GED Preparatory Classes	4	50.0%	
Special Needs and/or Disabilities			895
Child (0-18 years)	1	0.1%	
Adult (19+ years)	34	3.8%	
None	860	96.1%	
Parental Status			1,486
Not a Parent	31	2.1%	
Parent	1,455	97.9%	

²⁹ The racial categories include how often ethnicity was reported instead of race and how often race data were paired with ethnicity for a multiracial client.

Figure 20. Average Number of Contact Sessions & Hours for Clients in Fatherhood Programs per Month³⁰



The total number of contact sessions for the entire year for Fatherhood programs was 13,836.87 sessions with an average number of 9.3 sessions per client per year. Last contract year, the total was 15,211.25 sessions with an average number 9.6 sessions per client. On average, programs saw clients most frequently in October 2011 and April 2012 (3.4) and least frequently in January, June, and July 2012 (2.6).

The total number of contact hours was 18,175.89 hours with an average of 12 hours and 12 minutes per client per year. Last contract year, the total was 19,897.75 hours with an average number of 12 hours and 30 minutes per client. On average, programs saw clients for the longest periods of time in May 2012 (4.6) and for the shortest periods of time in January 2012 (3.0).

³⁰ This information is only for clients who had direct contact with programs. Clients who did not have contact with programs were not included in the calculations.

Programmatic Data

This section displays and discusses **agency-level** data for the Fatherhood programs funded in the 2011 – 2012 contract year. The information was reported on the agency form in the online data collection system.

Table 31. Number of Fathers Permanently or Temporarily Unemployed by Month

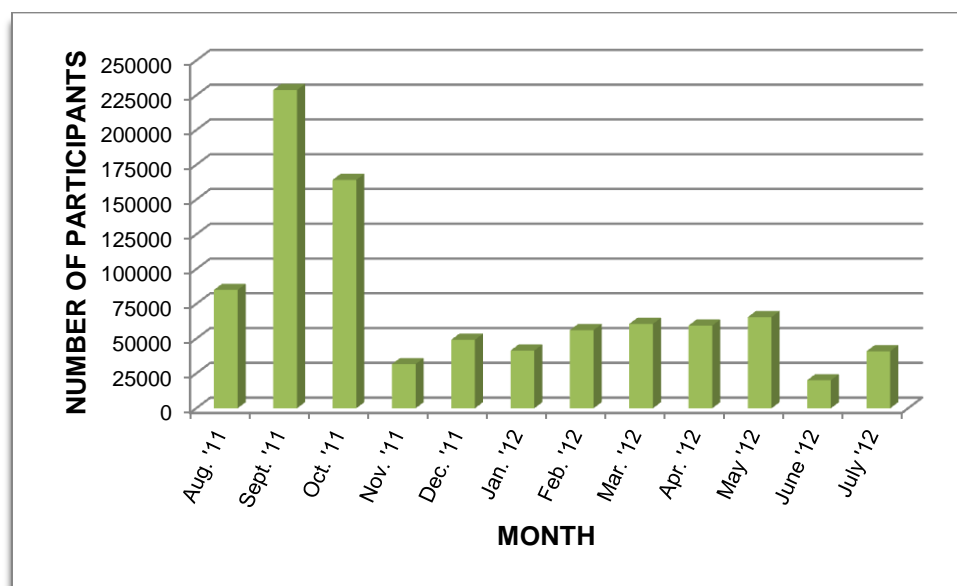
<i>Month</i>	<i>Number of Fathers</i>
August 2011	77
September 2011	95
October 2011	157
November 2011	104
December 2011	127
January 2012	153
February 2012	162
March 2012	210
April 2012	181
May 2012	218
June 2012	178
July 2012	171

Table 32. Number and Type of Public Outreach/Awareness Activities for Fatherhood Programs

<i>Public Outreach/Awareness Activities</i>	<i>Count</i>	<i>Percentage</i>
Abusive Head Injury Trainings	7	1.5%
Billboard Campaigns	15	3.2%
Brochures or Flyers	64	13.6%
Child Abuse Prevention Month	14	3.0%
Class Sessions	9	1.9%
Community Fairs/Events	31	6.5%
CTF Check Presentations	1	0.2%
Digital Media	15	3.2%
Fundraisers/Charity Events	16	3.4%
Information Packets	24	5.1%
Mandatory Reporter Trainings	1	0.2%
Media Events	7	1.5%
Meetings	13	2.8%
Networking	33	7.0%
Other Activities	25	5.3%
Print Media	20	4.2%
Public Service Announcements	3	0.6%
Radio Spots	23	4.9%
Recruitment	3	0.6%
School Fairs/Events	4	0.8%
School Presentations	0	0.0%
Social Events	2	0.4%
Speaking Engagements	62	13.2%
T.V. Shows	8	1.7%
Tours	0	0.0%
Trainings	43	9.1%
Workshops	28	5.9%
TOTAL	471	100.0%

Over the course of the year, there were 471 public outreach/awareness activities by Fatherhood programs. During the previous contract year, there were 434 activities. The three most common types of activities were distribution of brochures or flyers, speaking engagements, and trainings.

Figure 21. Number of Participants Served by Public Outreach/Awareness Activities by Fatherhood Programs by Month³¹



The number of participants estimated to have been served by public outreach/awareness activities was reported by month. An overall number could not be obtained as participants could participate in activities multiple times throughout the year. While participants could also participate in multiple activities in one month, rigorous data cleaning and detailed instructions provided to grantees on how to report this number has reduced the duplication as much as possible.

The number varied from month to month, and it was most affected by the number of television shows or public service announcements, print media publications, and radio spots as those activities have the potential to reach the greatest amount of people. The highest number of participants was during September 2011 (228,853), and the lowest was in June 2012 (20,158).

³¹For some activities, such as with radio spots, television shows, community fairs, etc., the number of participants was estimated by the programs since it was not feasible to obtain the exact number.

Outcome Data

This section displays and discusses **outcome** data for all of the Fatherhood programs funded in the 2011 – 2012 contract year. The information was reported on the client form in the online data collection system.

On October 1, 2010, grantees began collecting pre- and post-test data from all clients who were receiving direct services with one exception – school-based programs that anticipated serving more than 300 clients during the contract year reported those data on only a random sample of classrooms. The evaluation relied on five instruments, three used with child/adolescent clients and two used with adult clients (parents). Instruments were selected for use by the evaluation team according to client developmental level and type of services provided. The instruments measured changes in knowledge, attitudes, or skills associated with the prevention of child abuse and neglect through maximizing protective factors and minimizing risk factors.

Table 33 provides information about progress of the pre-test/post-test administration process.

Table 33. Number of Pre- and Post-Tests Entered by Fatherhood Grantees by Instrument

	<i>Pre-Tests Entered (10/01/10 - 07/31/12)</i>	<i>Post-Tests Entered (10/01/10 - 07/31/12)</i>	<i>Completed Pairs (10/01/10 - 07/31/12)</i>
Assessment for Prosocial& Self- Protective Behaviors, K - 2 nd Grade	--	--	--
Assessment for Prosocial& Self- Protective Behaviors, 3 rd - 5 th Grade	--	--	--
Assessment for Prosocial& Self- Protective Behaviors, 6 th - 12 th Grade	--	--	--
Perceived Stress Scale	95	123	79
Protective Factors Survey	1,316	1,235	730
TOTAL	1,411	1,358	809

Table 34 contains the mean scores of the completed pairs of pre- and post-tests as well as the absolute value of the difference between the scores. This table also shows whether those differences were statistically significant based on paired samples t-tests.

The Protective Factors Survey (PFS) contains multiple scales and individual items not included in a scale. Mean scores on those scales and items are compared separately in the table below.

Table 34. Outcome Data Analysis and Mean Scores of Pre- and Post-Tests Entered by Fatherhood Grantees by Instrument

	<i>n</i>	<i>Pre-Tests Mean</i>	<i>Post-Tests Mean</i>	<i>Absolute Value of Post- Test Minus Pre-Test</i>
Assessment for Prosocial& Self- Protective Behaviors, K - 2 nd Grade	--	--	--	--
Assessment for Prosocial& Self- Protective Behaviors, 3 rd - 5 th Grade	--	--	--	--
Assessment for Prosocial& Self- Protective Behaviors, 6 th - 12 th Grade	--	--	--	--
Perceived Stress Scale	77	18.99	15.45	3.54*
Protective Factors Survey				
<i>Concrete Support</i>	701	14.33	15.54	1.21*
<i>Family Functioning/Resiliency</i>	698	25.20	27.08	1.88*
<i>Nurturing and Attachment</i>	676	23.86	24.29	0.43*
<i>Social Support</i>	716	16.51	17.10	0.59*
<i>Child Development/Knowledge of Parenting</i>				
12. There are many times when I don't know what to do as a parent.	694	5.07	5.27	0.20*
13. I know how to help my child learn.	692	5.93	5.97	0.04
14. My child misbehaves just to upset me.	683	5.89	5.84	0.15
15. I praise my child when he/she behaves well.	685	5.96	6.08	0.12
16. When I discipline my child, I lose control.	676	6.54	6.45	0.09

*Mean difference is statistically significant at $p < 0.05$.

The mean differences between pre-tests and post-tests for the Perceived Stress Scale (PSS) and the concrete support, family functioning/resiliency, nurturing and attachment, and social support PFS subscales as well as 1 child development/knowledge of parenting question were statistically significant. Overall, clients who had the potential to show a change before participation in CTF programs showed an increase in protective factors and a decrease in risk factors from before they entered a program to after program service delivery. We believe the amount of difference between average pre-test and post-test scores for clients in need of enhanced awareness of knowledge supporting decreased risk and increased protective factors was large enough to be considered “important” from a “real world” perspective. For this reporting period, these results support the conclusion that the ADCANP programs providing services to combat child abuse and neglect made a difference in the lives of Alabama’s citizens and contributed to a savings of future resources that would otherwise be expended on the costs of child maltreatment.

HHS/OFA Fatherhood Programs

Client Data

This section displays and discusses client-level data for the 14³² CTF programs that received \$2,372,998 from the HHS/OFA Responsible Fatherhood (RFP) funding stream. The programs' contracts began on October 1, 2011, so the data in this section do not include August and September 2011. **Fourteen programs reported directly serving 1,675 clients** from October 1, 2011 to July 31, 2012.

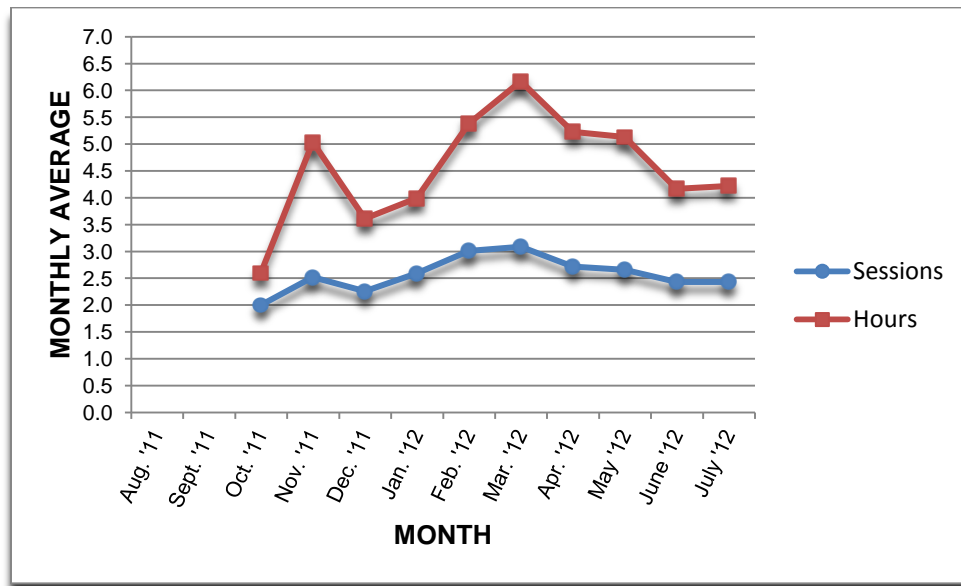
³² One program's grant ended on April 30, 2012.

Table 35. Demographics for Clients in HHS/OFA Fatherhood Programs

	<i>Count</i>	<i>Percentage</i>	<i>Total</i>
Sex			1,675
Female	512	30.6%	
Male	1,163	69.4%	
Ethnicity			1,650
Hispanic, Latino, or Spanish	38	2.3%	
Not Hispanic, Latino, or Spanish	1,612	97.7%	
Race ³³			1,663
White	618	37.2%	
Black or African-American	975	58.6%	
American Indian (Native American) or Alaskan Native	20	1.2%	
Asian	8	0.5%	
Native Hawaiian/Other Pacific Islander	3	0.2%	
Multiracial	11	0.7%	
Ethnicity Entered as a Race	3	0.2%	
Other	0	0.0%	
Ethnicity Entered as a Race	25	1.5%	
Age (in years)			1,675
0 – 18	17	1.0%	
19+	1,658	99.0%	
Grade (for client 0-19 years)			2
Pre-Kindergarten – 5 th Grade	0	0.0%	
6 th Grade – 8 th Grade	0	0.0%	
9 th Grade – 12 th Grade	2	100.0%	
Other	0	0.0%	
Dropped-out	0	0.0%	
GED Preparatory Classes	0	0.0%	
Special Needs and/or Disabilities			
Child (0-18 years)	--	--	
Adult (19+ years)	--	--	
None	--	--	
Parental Status			1,675
Not a Parent	151	9.0%	
Parent	1,524	94.0%	

³³ The racial categories include how often ethnicity was reported instead of race and how often race data were paired with ethnicity for a multiracial client.

Figure 22. Average Number of Contact Sessions & Hours for Clients in HHS/OFA Fatherhood Programs per Month³⁴



The total number of contact sessions for the entire year for RFP programs was 10,434 sessions with an average number of 6.2 sessions per client per year. On average, programs saw clients most frequently in March 2012 (3.1) and least frequently in October 2011 (2.0).

The total number of contact hours was 19,488.86 hours with an average of 11 hours and 36 minutes per client per year. On average, programs saw clients for the longest periods of time in March 2012 (6.2) and for the shortest periods of time in October 2011 (2.6).

³⁴ This information is only for clients who had direct contact with programs. Clients who did not have contact with programs were not included in the calculations.

Programmatic Data

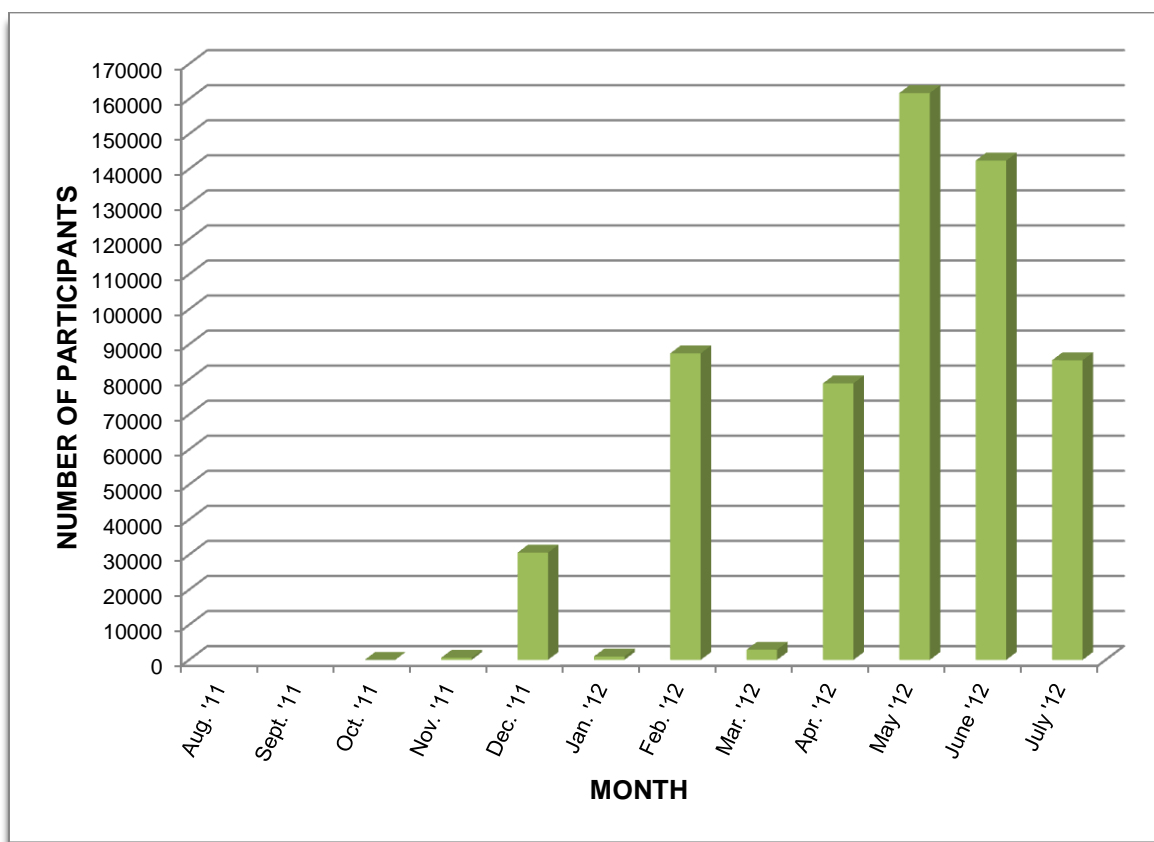
This section displays and discusses **agency-level** data for the RFP-funded programs funded in the 2011 – 2012 contract year. The information was reported on the agency form in the online data collection system.

Table 36. Number and Type of Public Outreach/Awareness Activities for HHS/OFA Fatherhood Programs

<i>Public Outreach/Awareness Activities</i>	<i>Count</i>	<i>Percentage</i>
Abusive Head Injury Trainings	3	0.7%
Billboard Campaigns	17	4.1%
Brochures or Flyers	44	10.6%
Child Abuse Prevention Month	14	3.4%
Class Sessions	0	0.0%
Community Fairs/Events	44	10.6%
CTF Check Presentations	2	0.5%
Digital Media	7	1.7%
Fundraisers/Charity Events	4	1.0%
Information Packets	18	4.3%
Mandatory Reporter Trainings	1	0.2%
Media Events	5	1.2%
Meetings	15	3.6%
Networking	23	5.5%
Other Activities	7	1.7%
Print Media	7	1.7%
Public Service Announcements	0	0.0%
Radio Spots	5	1.2%
Recruitment	13	3.1%
School Fairs/Events	2	0.5%
School Presentations	0	0.0%
Social Events	2	0.5%
Speaking Engagements	104	25.1%
T.V. Shows	5	1.2%
Tours	1	0.2%
Trainings	23	5.5%
Workshops	49	11.8%
TOTAL	415	100.0%

Between October 2011 – July 2012, there were 415 public outreach/awareness activities by RFP programs. The three most common types of activities were speaking engagements, workshops, and distribution of brochures or flyers.

Figure 23. Number of Participants Served by Public Outreach/Awareness Activities by HHS/OFA Fatherhood Programs by Month³⁵



The number of participants estimated to have been served by public outreach/awareness activities was reported by month. An overall number could not be obtained as participants could participate in activities multiple times throughout the year. While participants could also participate in multiple activities in one month, rigorous data cleaning and detailed instructions provided to grantees on how to report this number has reduced the duplication as much as possible.

The number varied from month to month, and it was most affected by the number of television shows or public service announcements, print media publications, and radio spots as those activities have the potential to reach the greatest amount of people. The highest number of participants was during May 2012 (161,708), and the lowest was in October 2011 (0).

³⁵For some activities, such as with radio spots, television shows, community fairs, etc., the number of participants was estimated by the programs since it was not feasible to obtain the exact number.

Outcome Data

This section displays and discusses **outcome** data for all of the RFP-funded programs funded in the 2011 – 2012 contract year. The information was reported on the client form in the online data collection system.

On October 1, 2010, grantees began collecting pre- and post-test data from all clients who were receiving direct services with one exception - school-based programs that anticipated serving more than 300 clients during the contract year reported those data on only a random sample of classrooms. The evaluation relied on five instruments, three used with child/adolescent clients and two used with adult clients (parents). Instruments were selected for use by the evaluation team according to client developmental level and type of services provided. The instruments measured changes in knowledge, attitudes, or skills associated with the prevention of child abuse and neglect through maximizing protective factors and minimizing risk factors.

Table 37 provides information about progress of the pre-test/post-test administration process.

Table 37. Number of Pre- and Post-Tests Entered by HHS/OFA Fatherhood Grantees by Instrument

	<i>Pre-Tests Entered (10/01/11 - 07/31/12)</i>	<i>Post-Tests Entered (10/01/11 - 07/31/12)</i>	<i>Completed Pairs (10/01/11 - 07/31/12)</i>
Assessment for Prosocial& Self- Protective Behaviors, K - 2 nd Grade	--	--	--
Assessment for Prosocial& Self- Protective Behaviors, 3 rd - 5 th Grade	--	--	--
Assessment for Prosocial& Self- Protective Behaviors, 6 th - 12 th Grade	--	--	--
Perceived Stress Scale	--	--	--
Protective Factors Survey	1,629	993	849
TOTAL	1,629	993	849

Table 38 contains the mean scores of the completed pairs of pre- and post-tests as well as the absolute value of the difference between the scores. This table also shows whether those differences were statistically significant based on paired samples t-tests.

The Protective Factors Survey (PFS) contains multiple scales and individual items not included in a scale. Mean scores on those scales and items are compared separately in the table below.

Table 38. Outcome Data Analysis and Mean Scores of Pre- and Post-Tests Entered by HHS/OFA Fatherhood Grantees by Instrument

	<i>n</i>	<i>Pre-Tests Mean</i>	<i>Post-Tests Mean</i>	<i>Absolute Value of Post- Test Minus Pre-Test</i>
Assessment for Prosocial& Self- Protective Behaviors, K - 2 nd Grade	--	--	--	--
Assessment for Prosocial& Self- Protective Behaviors, 3 rd - 5 th Grade	--	--	--	--
Assessment for Prosocial& Self- Protective Behaviors, 6 th - 12 th Grade	--	--	--	--
Perceived Stress Scale	--	--	--	--
Protective Factors Survey				
<i>Concrete Support</i>	805	14.83	16.02	1.19*
<i>Family Functioning/Resiliency</i>	810	24.18	26.03	1.85*
<i>Nurturing and Attachment</i>	637	24.34	25.09	0.75*
<i>Social Support</i>	822	16.08	16.85	0.77*
<i>Child Development/Knowledge of Parenting</i>				
12. There are many times when I don't know what to do as a parent.	654	4.78	5.28	0.50*
13. I know how to help my child learn.	654	5.82	6.07	0.25*
14. My child misbehaves just to upset me.	648	5.58	5.78	0.20*
15. I praise my child when he/she behaves well.	646	6.06	6.16	0.10
16. When I discipline my child, I lose control.	647	6.34	6.41	0.07

*Mean difference is statistically significant at $p < 0.05$.

The mean differences between almost all of the subscales and questions on the pre-tests and post-tests for the Protective Factors Survey (PFS) instrument were statistically significant. Overall, clients who had the potential to show a change before participation in CTF programs showed an increase in protective factors and a decrease in risk factors from before they entered a program to after program service delivery. We believe the amount of difference between average pre-test and post-test scores for clients in need of enhanced awareness of knowledge supporting decreased risk and increased protective factors was large enough to be considered “important” from a “real world” perspective. For this reporting period, these results support the conclusion that the ADCANP programs providing services to combat child abuse and neglect made a difference in the lives of Alabama’s citizens and contributed to a savings of future resources that would otherwise be expended on the costs of child maltreatment.

Healthy Relationship Programs

Client Data

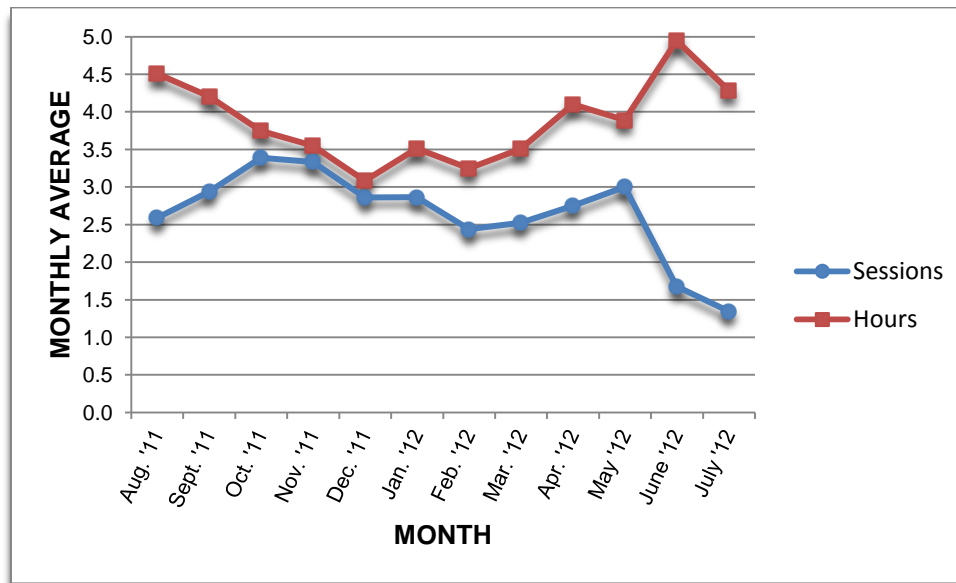
This section displays and discusses client-level data for the 2 Healthy Relationship programs that received \$60,000 from CTF. **Two programs reported directly serving 419 clients** during the 2011 – 2012 contract year. During the previous contract year, 667 clients were served by 2 Healthy Relationship programs.

Table 39. Demographics for Clients in Healthy Relationship Programs

	<i>Count</i>	<i>Percentage</i>	<i>Total</i>
Sex			419
Female	340	81.1%	
Male	79	18.9%	
Ethnicity			418
Hispanic, Latino, or Spanish	5	1.2%	
Not Hispanic, Latino, or Spanish	413	98.8%	
Race ³⁶			419
White	305	72.8%	
Black or African-American	104	24.8%	
American Indian (Native American) or Alaskan Native	4	1.0%	
Asian	0	0.0%	
Native Hawaiian/Other Pacific Islander	0	0.0%	
Multiracial	6	1.4%	
Ethnicity Entered as a Race	0	0.0%	
Other	0	0.0%	
Ethnicity Entered as a Race	0	0.0%	
Age (in years)			419
0 – 18	82	19.6%	
19+	337	80.4%	
Grade (for client 0-19 years)			82
Pre-Kindergarten – 5 th Grade	0	0.0%	
6 th Grade – 8 th Grade	5	6.1%	
9 th Grade – 12 th Grade	77	93.9%	
Other	0	0.0%	
Dropped-out	0	0.0%	
GED Preparatory Classes	0	0.0%	
Special Needs and/or Disabilities			248
Child (0-18 years)	10	4.0%	
Adult (19+ years)	9	3.6%	
None	229	92.3%	
Parental Status			419
Not a Parent	147	35.1%	
Parent	272	64.9%	

³⁶ The racial categories include how often ethnicity was reported instead of race and how often race data were paired with ethnicity for a multiracial client.

Figure 24. Average Number of Contact Sessions & Hours for Clients in Healthy Relationship Programs per Month³⁷



The total number of contact sessions for the entire year for Healthy Relationship programs was 2,058 sessions with an average number of 4.9 sessions per client per year. Last contract year, the total was 5,121 sessions with an average number of 7.7 sessions per client. On average, programs saw clients most frequently in October 2011 (3.4) and least frequently in July 2012 (1.3).

The total number of contact hours was 3,058.5 hours with an average of 7 hours and 18 minutes per client per year. Last contract year, the total was 5,735 hours with an average number of 8 hours and 36 minutes per client. On average, programs saw clients for the longest periods of time in June 2012 (4.9) and for the shortest periods of time in December 2011 (3.1).

³⁷ This information is only for clients who had direct contact with programs. Clients who did not have contact with programs were not included in the calculations.

Programmatic Data

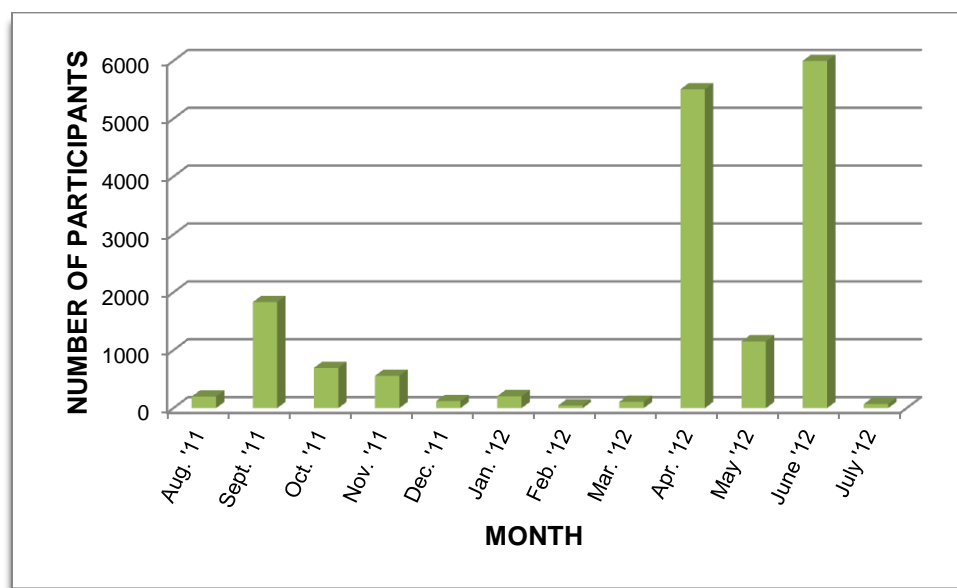
This section displays and discusses **agency-level** data for the Healthy Relationship programs funded in the 2011 – 2012 contract year. The information was reported on the agency form in the online data collection system.

Table 40. Number and Type of Public Outreach/Awareness Activities for Healthy Relationship Programs

<i>Public Outreach/Awareness Activities</i>	<i>Count</i>	<i>Percentage</i>
Abusive Head Injury Trainings	0	0.0%
Billboard Campaigns	0	0.0%
Brochures or Flyers	4	6.3%
Child Abuse Prevention Month	3	4.8%
Class Sessions	0	0.0%
Community Fairs/Events	22	34.9%
CTF Check Presentations	0	0.0%
Digital Media	0	0.0%
Fundraisers/Charity Events	2	3.2%
Information Packets	0	0.0%
Mandatory Reporter Trainings	0	0.0%
Media Events	0	0.0%
Meetings	3	4.8%
Networking	0	0.0%
Other Activities	0	0.0%
Print Media	2	3.2%
Public Service Announcements	0	0.0%
Radio Spots	3	4.8%
Recruitment	0	0.0%
School Fairs/Events	0	0.0%
School Presentations	0	0.0%
Social Events	0	0.0%
Speaking Engagements	11	17.5%
T.V. Shows	1	1.6%
Tours	0	0.0%
Trainings	0	0.0%
Workshops	12	19.0%
TOTAL	63	100.0%

Over the course of the year, there were 63 public outreach/awareness activities by Healthy Relationship programs. During the previous contract year, there were 55 activities. The three most common types of activities were community fairs or events, workshops, and speaking engagements.

Figure 25. Number of Participants Served by Public Outreach/Awareness Activities by Healthy Relationship Programs by Month³⁸



The number of participants estimated to have been served by public outreach/awareness activities was reported by month. An overall number could not be obtained as participants could participate in activities multiple times throughout the year. While participants could also participate in multiple activities in one month, rigorous data cleaning and detailed instructions provided to grantees on how to report this number has reduced the duplication as much as possible.

The number varied from month to month, and it was most affected by the number of television shows or public service announcements, print media publications, and radio spots as those activities have the potential to reach the greatest amount of people. The highest number of participants was during June 2012 (6,255), and the lowest was in February 2012 (47).

³⁸For some activities, such as with radio spots, television shows, community fairs, etc., the number of participants was estimated by the programs since it was not feasible to obtain the exact number.

Outcome Data

This section displays and discusses **outcome** data for all of the Healthy Relationship programs funded in the 2011 – 2012 contract year. The information was reported on the client form in the online data collection system.

On October 1, 2010, grantees began collecting pre- and post-test data from all clients who were receiving direct services with one exception – school-based programs that anticipated serving more than 300 clients during the contract year reported those data on only a random sample of classrooms. The evaluation relied on five instruments, three used with child/adolescent clients and two used with adult clients (parents). Instruments were selected for use by the evaluation team according to client developmental level and type of services provided. The instruments measured changes in knowledge, attitudes, or skills associated with the prevention of child abuse and neglect through maximizing protective factors and minimizing risk factors.

Table 41 provides information about progress of the pre-test/post-test administration process.

Table 41. Number of Pre- and Post-Tests Entered by Healthy Relationship Grantees by Instrument

	<i>Pre-Tests Entered (10/01/10 - 07/31/12)</i>	<i>Post-Tests Entered (10/01/10 - 07/31/12)</i>	<i>Completed Pairs (10/01/10 - 07/31/12)</i>
Assessment for Prosocial& Self- Protective Behaviors, K - 2 nd Grade	--	--	--
Assessment for Prosocial& Self- Protective Behaviors, 3 rd - 5 th Grade	--	--	--
Assessment for Prosocial& Self- Protective Behaviors, 6 th - 12 th Grade	393	337	320
Perceived Stress Scale	--	--	--
Protective Factors Survey	504	493	339
TOTAL	897	830	659

Table 42 contains the mean scores of the completed pairs of pre- and post-tests as well as the absolute value of the difference between the scores. This table also shows whether those differences were statistically significant based on paired samples t-tests.

The Protective Factors Survey (PFS) contains multiple scales and individual items not included in a scale. Mean scores on those scales and items are compared separately in the table below.

Table 42. Outcome Data Analysis and Mean Scores of Pre- and Post-Tests Entered by Healthy Relationship Grantees by Instrument

	<i>n</i>	<i>Pre-Tests Mean</i>	<i>Post-Tests Mean</i>	<i>Absolute Value of Post- Test Minus Pre-Test</i>
Assessment for Prosocial& Self-Protective Behaviors, K - 2 nd Grade	--	--	--	--
Assessment for Prosocial& Self-Protective Behaviors, 3 rd - 5 th Grade	--	--	--	--
Assessment for Prosocial& Self-Protective Behaviors, 6 th - 12 th Grade	290	24.83	26.18	1.35*
Perceived Stress Scale	--	--	--	
Protective Factors Survey				
<i>Concrete Support</i>	331	16.44	16.66	0.22
<i>Family Functioning/Resiliency</i>	332	23.02	24.51	1.49*
<i>Nurturing and Attachment</i>	241	23.78	24.21	0.43*
<i>Social Support</i>	334	17.02	17.34	0.32
<i>Child Development/Knowledge of Parenting</i>				
12. There are many times when I don't know what to do as a parent.	244	4.52	4.78	0.26*
13. I know how to help my child learn.	243	5.42	5.74	0.32*
14. My child misbehaves just to upset me.	241	5.44	5.56	0.12
15. I praise my child when he/she behaves well.	242	6.09	6.09	0.00
16. When I discipline my child, I lose control.	239	5.78	5.97	0.19*

*Mean difference is statistically significant at $p < 0.05$.

Those clients who had a perfect score on the pre-test administration of the “Assessment for Prosocial and Self-Protective Behaviors” (APSB) were removed from the analysis of change (post-test minus pre-test) since their “perfect” scores indicated they likely already comprehended the information imparted by the respective interventions and could already make prosocial behavioral choices. This allowed the analysis to focus on the children who stood to benefit the most from ADCANP programs. Because of this, the reader may note that there are a larger number of available matched pairs of pre- and post-tests than were analyzed.

The mean differences between the pre-tests and post-tests for the 6th – 12th Grade APSB and Family Functioning/Resiliency and Nurturing and Attachment subscales as well as 3 of the 5 Child Development/Knowledge of Parenting questions on the Protective Factors Survey (PFS) were statistically significant. Overall, clients who had the potential to show a change before participation in CTF programs showed an increase in protective factors and a decrease in risk factors from before they entered a program to after program service delivery. We believe the amount of difference between average pre-test and post-test scores for clients in need of enhanced awareness of knowledge supporting decreased risk and increased protective factors was large enough to be considered “important” from a “real world” perspective. For this reporting period, these results support the conclusion that the ADCANP programs providing services to combat child abuse and neglect made a difference in the lives of Alabama’s citizens and contributed to a savings of future resources that would otherwise be expended on the costs of child maltreatment.

Home Visitation Programs

Client Data

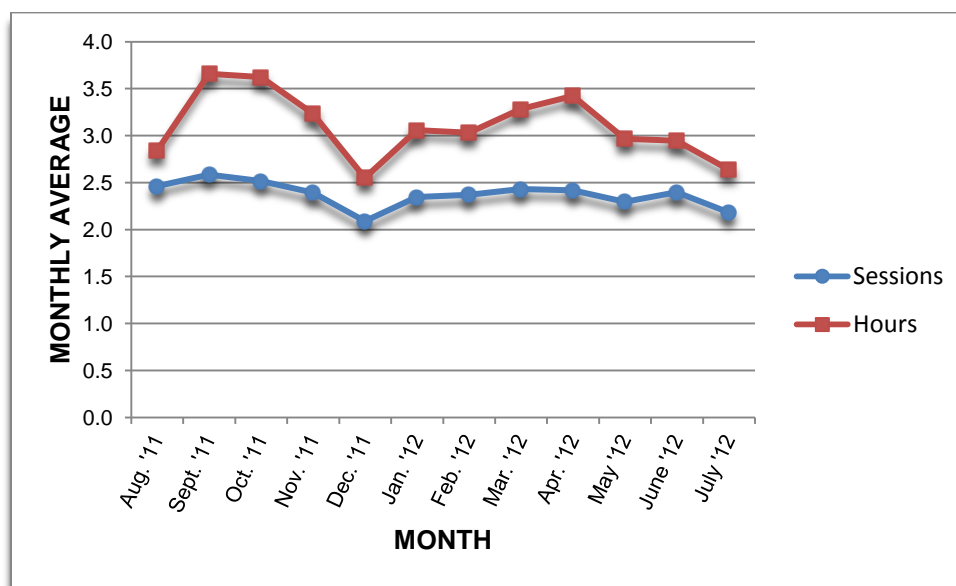
This section displays and discusses client-level data for the 27 Home Visitation programs that received \$760,000 from CTF. **Twenty-seven programs reported directly serving 1,673 clients** during the 2011 – 2012 contract year. During the previous contract year, 1,802 clients were served by 23 Home Visitation programs.

Table 43. Demographics for Clients in Home Visitation Programs

	<i>Count</i>	<i>Percentage</i>	<i>Total</i>
Sex			1,673
Female	1,434	85.7%	
Male	239	14.3%	
Ethnicity			1,640
Hispanic, Latino, or Spanish	81	4.9%	
Not Hispanic, Latino, or Spanish	1,559	95.1%	
Race ³⁹			1,651
White	809	49.0%	
Black or African-American	778	47.1%	
American Indian (Native American) or Alaskan Native	4	0.2%	
Asian	3	0.2%	
Native Hawaiian/Other Pacific Islander	1	0.1%	
Multiracial	14	0.8%	
Ethnicity Entered as a Race	2	0.1%	
Other	5	0.3%	
Ethnicity Entered as a Race	35	2.1%	
Age (in years)			1,673
0 – 18	511	30.5%	
19+	1,162	69.5%	
Grade (for client 0-19 years)			489
Pre-Kindergarten – 5 th Grade	85	17.4%	
6 th Grade – 8 th Grade	28	5.7%	
9 th Grade – 12 th Grade	340	69.5%	
Other	3	0.6%	
Dropped-out	17	3.5%	
GED Preparatory Classes	16	3.3%	
Special Needs and/or Disabilities			1,408
Child (0-18 years)	123	8.7%	
Adult (19+ years)	118	8.4%	
None	1,167	82.9%	
Parental Status			1,673
Not a Parent	253	15.1%	
Parent	1,420	84.9%	

³⁹The racial categories include how often ethnicity was reported instead of race and how often race data were paired with ethnicity for a multiracial client.

Figure 26. Average Number of Contact Sessions & Hours for Clients in Home Visitation Programs per Month⁴⁰



The total number of contact sessions for the entire year for Home Visitation programs was 20,300.31 sessions with an average number of 12.1 sessions per client per year. Last contract year, the total was 19,214.6 sessions with an average number of 10.7 sessions per client. On average, programs saw clients most frequently in September 2011 (2.6) and least frequently in December 2011 (2.1).

The total number of contact hours was 27,131.79 hours with an average of 16 hours and 12 minutes per client per year. Last contract year, the total was 27,009.8 hours with an average number of 14 hours and 54 minutes per client. On average, programs saw clients for the longest periods of time in September 2011 (3.7) and for the shortest periods of time in December 2011 and July 2012 (2.6).

⁴⁰This information is only for clients who had direct contact with programs. Clients who did not have contact with programs were not included in the calculations.

Programmatic Data

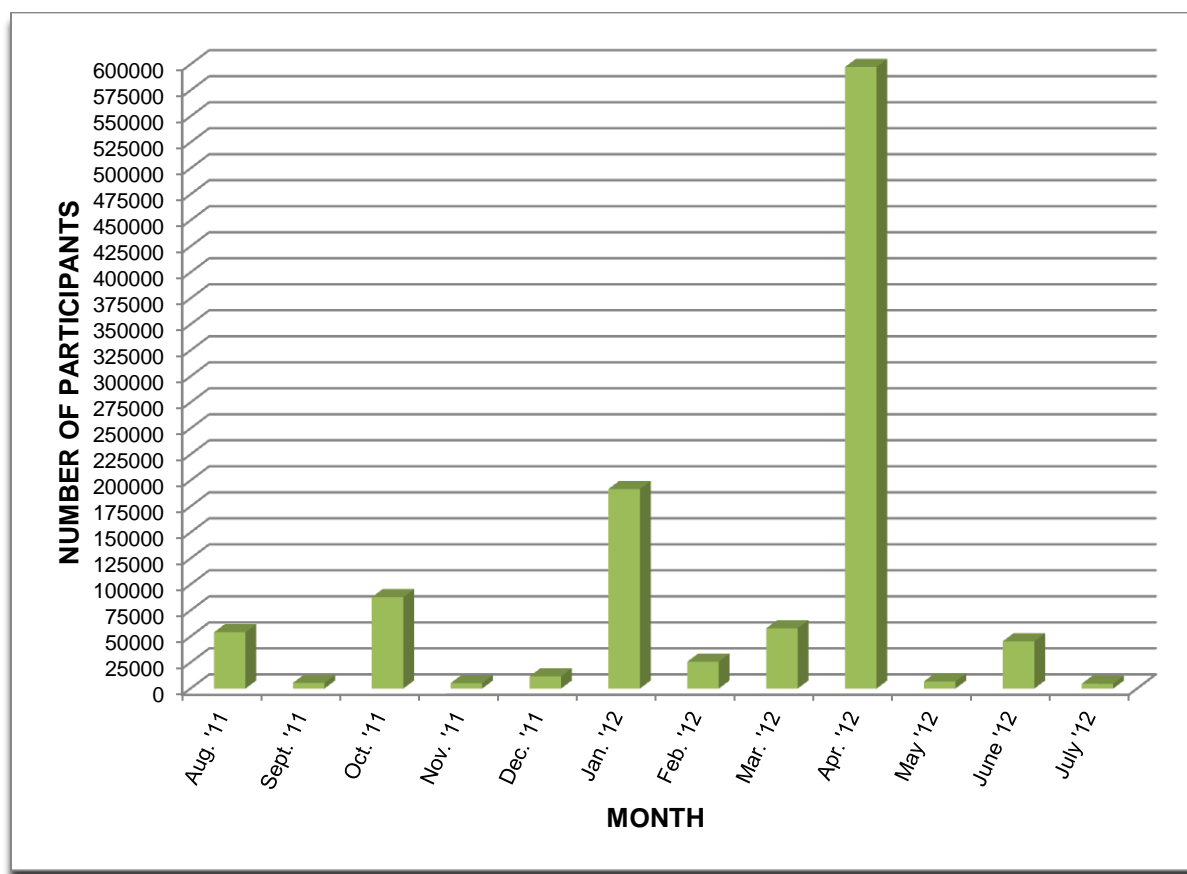
This section displays and discusses **agency-level** data for the Home Visitation programs funded in the 2011 – 2012 contract year. The information was reported on the agency form in the online data collection system.

Table 44. Number and Type of Public Outreach/Awareness Activities for Home Visitation Programs

<i>Public Outreach/Awareness Activities</i>	<i>Count</i>	<i>Percentage</i>
Abusive Head Injury Trainings	35	3.6%
Billboard Campaigns	0	0.0%
Brochures or Flyers	108	11.1%
Child Abuse Prevention Month	52	5.3%
Class Sessions	8	0.8%
Community Fairs/Events	127	13.0%
CTF Check Presentations	1	0.1%
Digital Media	2	0.2%
Fundraisers/Charity Events	9	0.9%
Information Packets	40	4.1%
Mandatory Reporter Trainings	0	0.0%
Media Events	13	1.3%
Meetings	87	9.0%
Networking	4	0.4%
Other Activities	42	4.3%
Print Media	15	1.5%
Public Service Announcements	5	0.5%
Radio Spots	6	0.6%
Recruitment	0	0.0%
School Fairs/Events	52	5.3%
School Presentations	0	0.0%
Social Events	12	1.2%
Speaking Engagements	253	26.0%
T.V. Shows	7	0.7%
Tours	0	0.0%
Trainings	69	7.1%
Workshops	25	2.6%
TOTAL	972	100.0%

Over the course of the year, there were 972 public outreach/awareness activities by Home Visitation programs. During the previous contract year, there were 672 activities. The three most common types of activities were speaking engagements, community fairs or events, and distribution of brochures or flyers.

Figure 27. Number of Participants Served by Public Outreach/Awareness Activities by Home Visitation Programs by Month⁴¹



The number of participants estimated to have been served by public outreach/awareness activities was reported by month. An overall number could not be obtained as participants could participate in activities multiple times throughout the year. While participants could also participate in multiple activities in one month, rigorous data cleaning and detailed instructions provided to grantees on how to report this number has reduced the duplication as much as possible.

The number varied from month to month, and it was most affected by the number of television shows or public service announcements, print media publications, and radio spots as those activities have the potential to reach the greatest amount of people. The highest number of participants was during April 2012 (597,575), and the lowest was in July 2012 (4,687).

⁴¹For some activities, such as with radio spots, television shows, community fairs, etc., the number of participants was estimated by the programs since it was not feasible to obtain the exact number.

Outcome Data

This section displays and discusses **outcome** data for all of the Home Visitation programs funded in the 2011 – 2012 contract year. The information was reported on the client form in the online data collection system.

On October 1, 2010, grantees began collecting pre- and post-test data from all clients who were receiving direct services with one exception – school-based programs that anticipated serving more than 300 clients during the contract year reported those data on only a random sample of classrooms. The evaluation relied on five instruments, three used with child/adolescent clients and two used with adult clients (parents). Instruments were selected for use by the evaluation team according to client developmental level and type of services provided. The instruments measured changes in knowledge, attitudes, or skills associated with the prevention of child abuse and neglect through maximizing protective factors and minimizing risk factors.

Table 45 provides information about progress of the pre-test/post-test administration process.

Table 45. Number of Pre- and Post-Tests Entered by Home Visitation Grantees by Instrument

	<i>Pre-Tests Entered (10/01/10 - 07/31/12)</i>	<i>Post-Tests Entered (10/01/10 - 07/31/12)</i>	<i>Completed Pairs (10/01/10 - 07/31/12)</i>
Assessment for Prosocial& Self- Protective Behaviors, K - 2 nd Grade	2	28	2
Assessment for Prosocial& Self- Protective Behaviors, 3 rd - 5 th Grade	--	--	--
Assessment for Prosocial& Self- Protective Behaviors, 6 th - 12 th Grade	--	--	--
Perceived Stress Scale	--	--	--
Protective Factors Survey	1,447	2,117	911
TOTAL	1,449	2,145	913

Table 46 contains the mean scores of the completed pairs of pre- and post-tests as well as the absolute value of the difference between the scores. This table also shows whether those differences were statistically significant based on paired samples t-tests.

The Protective Factors Survey (PFS) contains multiple scales and individual items not included in a scale. Mean scores on those scales and items are compared separately in the table below.

There were too few match pairs of the Assessment for Prosocial & Self-Protective Behaviors, Kindergarten – 2nd Grade instrument for analysis.

Table 46. Outcome Data Analysis and Mean Scores of Pre- and Post-Tests Entered by Home Visitation Grantees by Instrument

	<i>n</i>	<i>Pre-Tests Mean</i>	<i>Post-Tests Mean</i>	<i>Absolute Value of Post- Test Minus Pre-Test</i>
Assessment for Prosocial& Self- Protective Behaviors, K - 2 nd Grade	--	--	--	--
Assessment for Prosocial& Self- Protective Behaviors, 3 rd - 5 th Grade	--	--	--	--
Assessment for Prosocial& Self- Protective Behaviors, 6 th - 12 th Grade	--	--	--	--
Perceived Stress Scale	--	--	--	--
Protective Factors Survey				
<i>Concrete Support</i>	897	14.34	17.64	3.30*
<i>Family Functioning/Resiliency</i>	899	25.53	28.79	3.26*
<i>Nurturing and Attachment</i>	721	24.95	26.19	1.24*
<i>Social Support</i>	902	16.51	18.64	2.13*
<i>Child Development/Knowledge of Parenting</i>				
12. There are many times when I don't know what to do as a parent.	733	4.85	5.64	0.79*
13. I know how to help my child learn.	735	5.72	6.24	0.52*
14. My child misbehaves just to upset me.	727	5.45	5.87	0.42*
15. I praise my child when he/she behaves well.	730	6.15	6.49	0.34*
16. When I discipline my child, I lose control.	723	6.29	6.54	0.25*

*Mean difference is statistically significant at $p < 0.05$.

The mean differences between pre-tests and post-tests for all PFS subscales as well as all five child development/knowledge of parenting questions were statistically significant. Overall, clients who had the potential to show a change before participation in CTF programs showed an increase in protective factors and a decrease in risk factors from before they entered a program to after program service delivery. We believe the amount of difference between average pre-test and post-test scores for clients in need of enhanced awareness of knowledge supporting decreased risk and increased protective factors was large enough to be considered “important” from a “real world” perspective. For this reporting period, these results support the conclusion that the ADCANP programs providing services to combat child abuse and neglect made a difference in the lives of Alabama’s citizens and contributed to a savings of future resources that would otherwise be expended on the costs of child maltreatment.

Mentoring Programs

Client Data

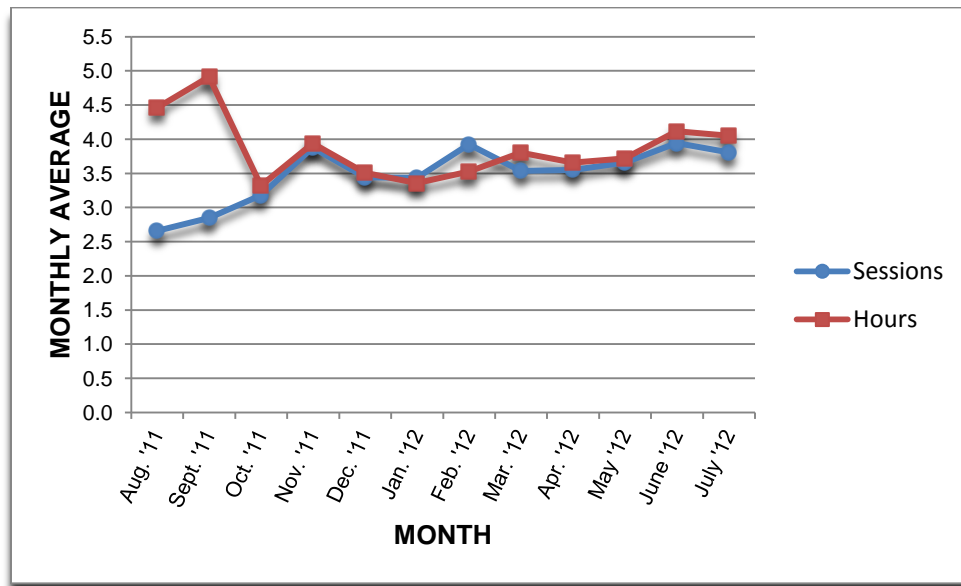
This section displays and discusses client-level data for the 15 Mentoring programs that received funding from CTF. Of those 15 programs, 11 had contracts that ended on September 30, 2011. **Fifteen programs reported directly serving 608 clients** during the 2011 – 2012 contract year. During the previous contract year, 1,505 clients were served by 15 Mentoring programs throughout the entire contract year.

Table 47. Demographics for Clients in Mentoring Programs

	<i>Count</i>	<i>Percentage</i>	<i>Total</i>
Sex			608
Female	334	54.9%	
Male	274	45.1%	
Ethnicity			601
Hispanic, Latino, or Spanish	4	0.7%	
Not Hispanic, Latino, or Spanish	597	99.3%	
Race ⁴²			607
White	170	28.0%	
Black or African-American	416	68.5%	
American Indian (Native American) or Alaskan Native	1	0.2%	
Asian	0	0.0%	
Native Hawaiian/Other Pacific Islander	0	0.0%	
Multiracial	18	3.0%	
Ethnicity Entered as a Race	1	0.2%	
Other	0	0.0%	
Ethnicity Entered as a Race	1	0.2%	
Age (in years)			608
0 – 18	608	100.0%	
19+	0	0.0%	
Grade (for client 0-19 years)			598
Pre-Kindergarten – 5 th Grade	292	48.8%	
6 th Grade – 8 th Grade	92	15.4%	
9 th Grade – 12 th Grade	214	35.8%	
Other	0	0.0%	
Dropped-out	0	0.0%	
GED Preparatory Classes	0	0.0%	
Special Needs and/or Disabilities			501
Child (0-18 years)	50	10.0%	
Adult (19+ years)	0	0.0%	
None	451	90.0%	
Parental Status			608
Not a Parent	606	99.7%	
Parent	2	0.3%	

⁴²The racial categories include how often ethnicity was reported instead of race and how often race data were paired with ethnicity for a multiracial client.

Figure 28. Average Number of Contact Sessions & Hours for Clients in Mentoring Programs per Month⁴³



The total number of contact sessions for the entire year for Mentoring programs was 5436.5 sessions with an average number of 8.9 sessions per client per year. Last contract year, the total was 16,082.0 sessions with an average number of 10.7 sessions per client. On average, programs saw clients most frequently in November 2011 as well as February and July 2012 (3.9) and least frequently in August 2011 (2.7).

The total number of contact hours was 7222.0 hours with an average of 11 hours and 54 minutes per client per year. Last contract year, the total was 27,714.3 hours with an average number of 18 hours and 24 minutes per client. On average, programs saw clients for the longest periods of time in September 2011 (4.9) and for the shortest periods of time in October 2011 (3.3).

⁴³ This information is only for clients who had direct contact with programs. Clients who did not have contact with programs were not included in the calculations.

Programmatic Data

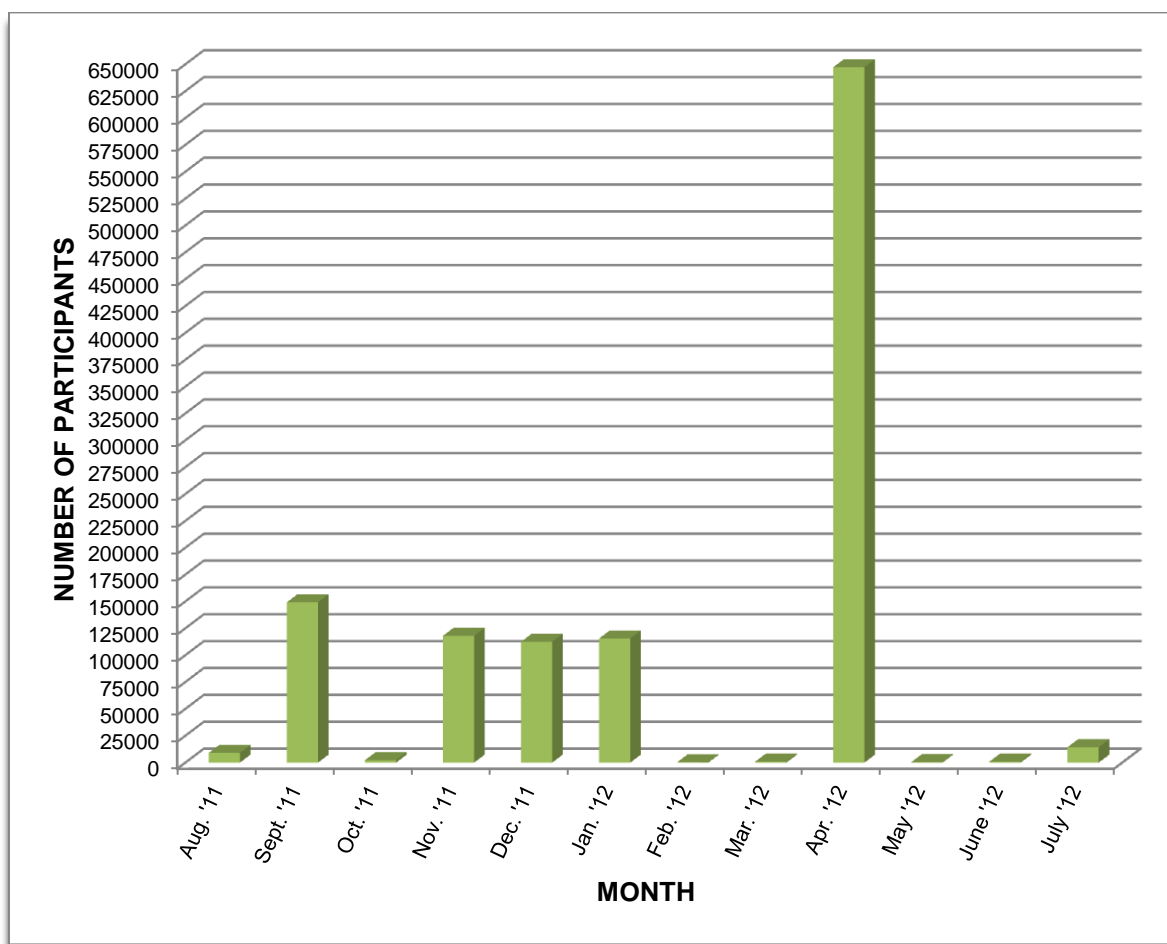
This section displays and discusses **agency-level** data for the Mentoring programs funded in the 2011 – 2012 contract year. The information was reported on the agency form in the online data collection system.

Table 48. Number and Type of Public Outreach/Awareness Activities for Mentoring Programs

<i>Public Outreach/Awareness Activities</i>	<i>Count</i>	<i>Percentage</i>
Abusive Head Injury Trainings	2	0.8%
Billboard Campaigns	0	0.0%
Brochures or Flyers	11	4.3%
Child Abuse Prevention Month	4	1.6%
Class Sessions	0	0.0%
Community Fairs/Events	63	24.9%
CTF Check Presentations	1	0.4%
Digital Media	1	0.4%
Fundraisers/Charity Events	4	1.6%
Information Packets	11	4.3%
Mandatory Reporter Trainings	0	0.0%
Media Events	5	2.0%
Meetings	16	6.3%
Networking	2	0.8%
Other Activities	4	1.6%
Print Media	7	2.8%
Public Service Announcements	2	0.8%
Radio Spots	7	2.8%
Recruitment	1	0.4%
School Fairs/Events	7	2.8%
School Presentations	0	0.0%
Social Events	4	1.6%
Speaking Engagements	53	20.9%
T.V. Shows	5	2.0%
Tours	0	0.0%
Trainings	39	15.4%
Workshops	4	1.6%
TOTAL	253	100.0%

Over the course of the year, there were 253 public outreach/awareness activities by Mentoring programs. During the previous contract year, there were 745 activities. The three most common types of activities were community fairs or events, speaking engagements, and trainings.

Figure 29. Number of Participants Served by Public Outreach/Awareness Activities by Mentoring Programs by Month⁴⁴



The number of participants estimated to have been served by public outreach/awareness activities was reported by month. An overall number could not be obtained as participants could participate in activities multiple times throughout the year. While participants could also participate in multiple activities in one month, rigorous data cleaning and detailed instructions provided to grantees on how to report this number has reduced the duplication as much as possible.

The number varied from month to month, and it was most affected by the number of television shows or public service announcements, print media publications, and radio spots as those activities have the potential to reach the greatest amount of people. The highest number of participants was during April 2012 (647,304), and the lowest was in February 2012 (333).

⁴⁴For some activities, such as with radio spots, television shows, community fairs, etc., the number of participants was estimated by the programs since it was not feasible to obtain the exact number.

Outcome Data

This section displays and discusses **outcome** data for all of the Mentoring programs funded in the 2011 – 2012 contract year. The information was reported on the client form in the online data collection system.

On October 1, 2010, grantees began collecting pre- and post-test data from all clients who were receiving direct services with one exception – school-based programs that anticipated serving more than 300 clients during the contract year reported those data on only a random sample of classrooms. The evaluation relied on five instruments, three used with child/adolescent clients and two used with adult clients (parents). Instruments were selected for use by the evaluation team according to client developmental level and type of services provided. The instruments measured changes in knowledge, attitudes, or skills associated with the prevention of child abuse and neglect through maximizing protective factors and minimizing risk factors.

Table 49 provides information about progress of the pre-test/post-test administration process.

Table 49. Number of Pre- and Post-Tests Entered by Mentoring Grantees by Instrument

	<i>Pre-Tests Entered (10/01/10 - 07/31/12)</i>	<i>Post-Tests Entered (10/01/10 - 07/31/12)</i>	<i>Completed Pairs (10/01/10 - 07/31/12)</i>
Assessment for Prosocial& Self- Protective Behaviors, K - 2 nd Grade	56	105	32
Assessment for Prosocial& Self- Protective Behaviors, 3 rd - 5 th Grade	101	204	54
Assessment for Prosocial& Self- Protective Behaviors, 6 th - 12 th Grade	132	286	73
Perceived Stress Scale	--	--	--
Protective Factors Survey	42	19	0
TOTAL	331	614	159

Table 50 contains the mean scores of the completed pairs of pre- and post-tests as well as the absolute value of the difference between the scores. This table also shows whether those differences were statistically significant based on paired samples t-tests.

The Protective Factors Survey (PFS) contains multiple scales and individual items not included in a scale. Mean scores on those scales and items are compared separately in the table below.

The data for the Kindergarten – 2nd Grade and the 3rd – 5th Grade Assessment for Prosocial & Self-Protective Behaviors as well as the PFS were not analyzed due to insufficient pairs available for analysis during this reporting period.

Table 50. Outcome Data Analysis and Mean Scores of Pre- and Post-Tests Entered by Mentoring Grantees by Instrument

	<i>n</i>	<i>Pre-Tests Mean</i>	<i>Post-Tests Mean</i>	<i>Absolute Value of Post- Test Minus Pre-Test</i>
Assessment for Prosocial& Self- Protective Behaviors, K - 2 nd Grade	--	--	--	--
Assessment for Prosocial& Self- Protective Behaviors, 3 rd - 5 th Grade	--	--	--	--
Assessment for Prosocial& Self- Protective Behaviors, 6 th - 12 th Grade	65	23.95	27.02	3.07*
Perceived Stress Scale	--	--	--	--
Protective Factors Survey				
<i>Concrete Support</i>	--	--	--	--
<i>Family Functioning/Resiliency</i>	--	--	--	--
<i>Nurturing and Attachment</i>	--	--	--	--
<i>Social Support</i>	--	--	--	--
<i>Child Development/Knowledge of Parenting</i>				
12. There are many times when I don't know what to do as a parent.	--	--	--	--
13. I know how to help my child learn.	--	--	--	--
14. My child misbehaves just to upset me.	--	--	--	--
15. I praise my child when he/she behaves well.	--	--	--	--
16. When I discipline my child, I lose control.	--	--	--	--

*Mean difference is statistically significant at $p < 0.05$.

Those clients who had a perfect score on the pre-test administration of the “Assessment for Prosocial and Self-Protective Behaviors” (APSB) were removed from the analysis of change (post-test minus pre-test) since their “perfect” scores indicated they likely already comprehended the information imparted by the respective interventions and could already make prosocial behavioral choices. This allowed the analysis to focus on the children who stood to benefit the most from ADCANP programs. Because of this, the reader may note that there are a larger number of available matched pairs of pre- and post-tests than were analyzed.

The mean difference between the pre-tests and post-tests for the 6th – 12th Grade APSB instrument was statistically significant. Overall, clients who had the potential to show a change before participation in CTF programs showed an increase in protective factors and a decrease in risk factors from before they entered a program to after program service delivery. We believe the amount of difference between average pre-test and post-test scores for clients in need of enhanced awareness of knowledge supporting decreased risk and increased protective factors was large enough to be considered “important” from a “real world” perspective. For this reporting period, these results support the conclusion that the ADCANP programs providing services to combat child abuse and neglect made a difference in the lives of Alabama’s citizens and contributed to a savings of future resources that would otherwise be expended on the costs of child maltreatment.

Non-School Based/After-School Programs

Client Data

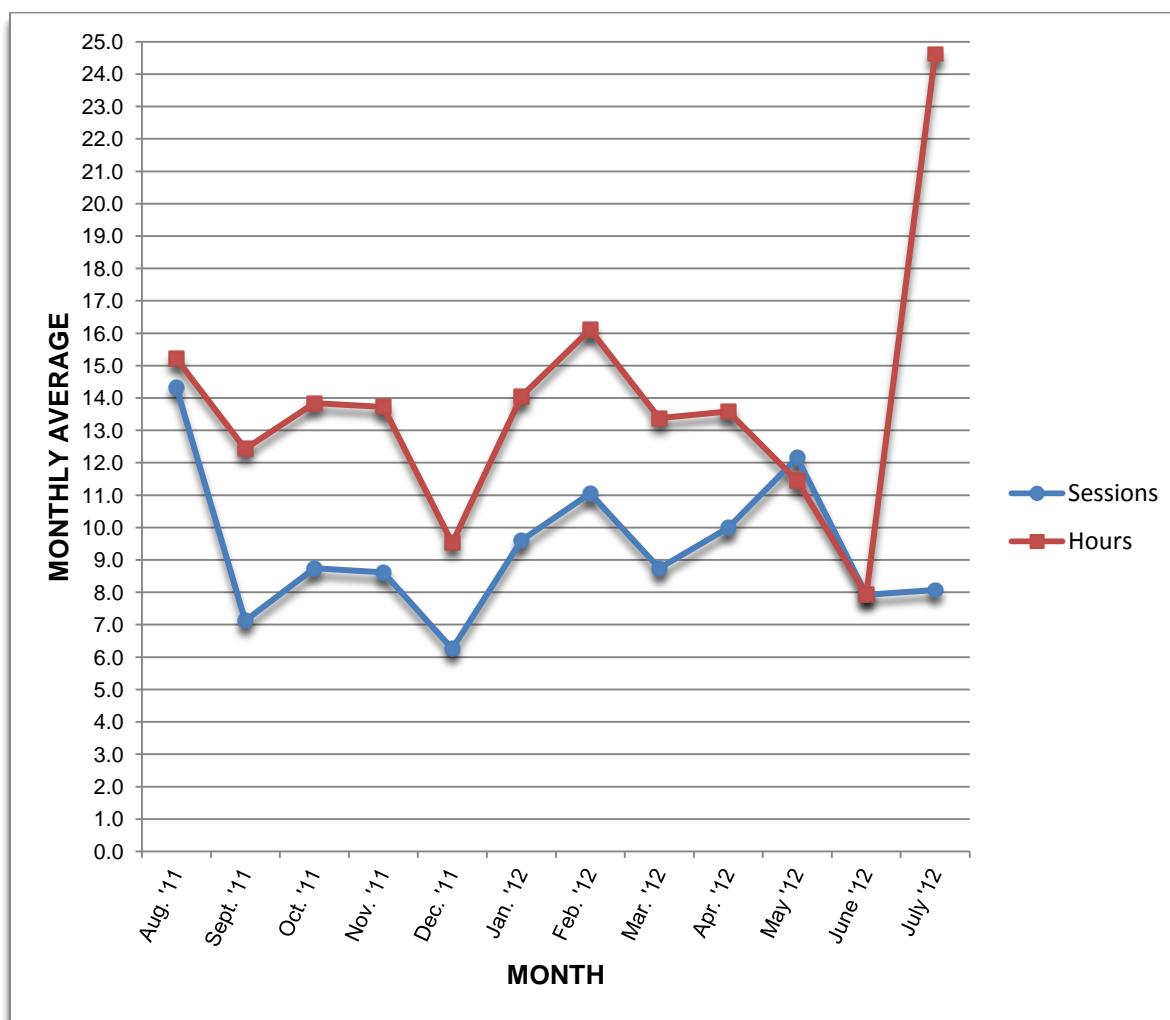
This section displays and discusses client-level data for the 8 Non-School Based/After-School programs that received \$141,000 from CTF. **Eight programs reported directly serving 953 clients** during the 2011 – 2012 contract year. During the previous contract year, 1,573 clients were served by 16 Non-School Based/After-School programs.

Table 51. Demographics for Clients in Non-School Based/After-School Programs

	<i>Count</i>	<i>Percentage</i>	<i>Total</i>
Sex			953
Female	449	47.1%	
Male	504	52.9%	
Ethnicity			945
Hispanic, Latino, or Spanish	26	2.8%	
Not Hispanic, Latino, or Spanish	919	97.2%	
Race ⁴⁵			948
White	315	33.2%	
Black or African-American	611	64.5%	
American Indian (Native American) or Alaskan Native	2	0.2%	
Asian	5	0.5%	
Native Hawaiian/Other Pacific Islander			
Multiracial	4	0.4%	
Ethnicity Entered as a Race	0	0.0%	
Other	2	0.2%	
Ethnicity Entered as a Race	9	0.9%	
Age (in years)			953
0 – 18	744	78.1%	
19+	209	21.9%	
Grade (for client 0-19 years)			739
Pre-Kindergarten – 5 th Grade	276	37.3%	
6 th Grade – 8 th Grade	181	24.5%	
9 th Grade – 12 th Grade	251	34.0%	
Other	0	0.0%	
Dropped-out	4	0.5%	
GED Preparatory Classes	27	3.7%	
Special Needs and/or Disabilities			844
Child (0-18 years)	45	5.3%	
Adult (19+ years)	11	1.3%	
None	788	93.4%	
Parental Status			953
Not a Parent	761	79.9%	
Parent	192	20.1%	

⁴⁵ The racial categories include how often ethnicity was reported instead of race and how often race data were paired with ethnicity for a multiracial client.

Figure 30. Average Number of Contact Sessions & Hours for Clients in Non-School Based/After-School Programs per Month⁴⁶



The total number of contact sessions for the entire year for Non-School Based/After-School programs was 29,350.0 sessions with an average number of 30.8 sessions per client per year. Last contract year, the total was 51,237.5 sessions with an average number of 32.6 sessions per client. On average, programs saw clients most frequently in August 2011 (14.3) and least frequently in December 2011 (6.3).

The total number of contact hours was 44,240.0 hours with an average of 46 hours and 24 minutes per client per year. Last contract year, the total was 73,718.71 hours with an average number of 46 hours per client and 54 minutes per client. On average, programs saw clients for the longest periods of time in July 2012 (24.6) and for the shortest periods of time in June 2012 (7.9).

⁴⁶ This information is only for clients who had direct contact with programs. Clients who did not have contact with programs were not included in the calculations.

Programmatic Data

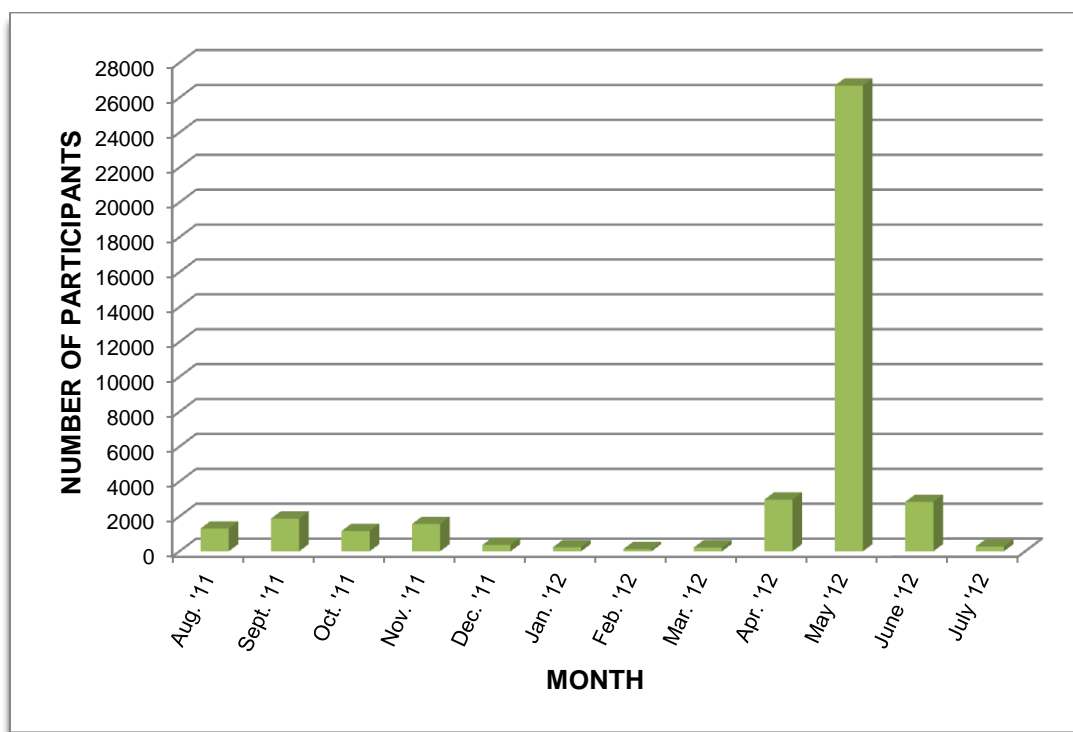
This section displays and discusses **agency-level** data for the Non-School Based/After-School programs funded in the 2011 – 2012 contract year. The information was reported on the agency form in the online data collection system.

Table 52. Number and Type of Public Outreach/Awareness Activities for Non-School Based/After-School Programs

<i>Public Outreach/Awareness Activities</i>	<i>Count</i>	<i>Percentage</i>
Abusive Head Injury Trainings	4	2.6%
Billboard Campaigns	0	0.0%
Brochures or Flyers	17	11.2%
Child Abuse Prevention Month	8	5.3%
Class Sessions	1	0.7%
Community Fairs/Events	25	16.4%
CTF Check Presentations	0	0.0%
Digital Media	0	0.0%
Fundraisers/Charity Events	5	3.3%
Information Packets	5	3.3%
Mandatory Reporter Trainings	0	0.0%
Media Events	2	1.3%
Meetings	16	10.5%
Networking	1	0.7%
Other Activities	4	2.6%
Print Media	5	3.3%
Public Service Announcements	0	0.0%
Radio Spots	0	0.0%
Recruitment	3	2.0%
School Fairs/Events	0	0.0%
School Presentations	0	0.0%
Social Events	2	1.3%
Speaking Engagements	34	22.4%
T.V. Shows	0	0.0%
Tours	0	0.0%
Trainings	14	9.2%
Workshops	6	3.9%
TOTAL	152	100.0%

Over the course of the year, there were 152 public outreach/awareness activities by Non-School Based/After-School programs. During the previous contract year, there were 346 activities. The three most common types of activities were speaking engagements, community fairs or events, and distribution of brochures or flyers.

Figure 31. Number of Participants Served by Public Outreach/Awareness Activities by Non-School Based/After-School Programs by Month⁴⁷



The number of participants estimated to have been served by public outreach/awareness activities was reported by month. An overall number could not be obtained as participants could participate in activities multiple times throughout the year. While participants could also participate in multiple activities in one month, rigorous data cleaning and detailed instructions provided to grantees on how to report this number has reduced the duplication as much as possible.

The number varied from month to month, and it was most affected by the number of television shows or public service announcements, print media publications, and radio spots as those activities have the potential to reach the greatest amount of people. The highest number of participants was during May 2012 (26,692), and the lowest was in February 2012 (127).

⁴⁷For some activities, such as with radio spots, television shows, community fairs, etc., the number of participants was estimated by the programs since it was not feasible to obtain the exact number.

Outcome Data

This section displays and discusses **outcome** data for all of the Non-School Based/After-School programs funded in the 2011 – 2012 contract year. The information was reported on the client form in the online data collection system.

On October 1, 2010, grantees began collecting pre- and post-test data from all clients who were receiving direct services with one exception – school-based programs that anticipated serving more than 300 clients during the contract year reported those data on only a random sample of classrooms. The evaluation relied on five instruments, three used with child/adolescent clients and two used with adult clients (parents). Instruments were selected for use by the evaluation team according to client developmental level and type of services provided. The instruments measured changes in knowledge, attitudes, or skills associated with the prevention of child abuse and neglect through maximizing protective factors and minimizing risk factors.

Table 53 provides information about progress of the pre-test/post-test administration process.

Table 53. Number of Pre- and Post-Tests Entered by Non-School Based/After-School Grantees by Instrument

	<i>Pre-Tests Entered (10/01/10 - 07/31/12)</i>	<i>Post-Tests Entered (10/01/10 - 07/31/12)</i>	<i>Completed Pairs (10/01/10 - 07/31/12)</i>
Assessment for Prosocial& Self- Protective Behaviors, K - 2 nd Grade	56	121	49
Assessment for Prosocial& Self- Protective Behaviors, 3 rd - 5 th Grade	194	230	121
Assessment for Prosocial& Self- Protective Behaviors, 6 th - 12 th Grade	392	400	238
Perceived Stress Scale	--	--	--
Protective Factors Survey	315	230	191
TOTAL	957	981	599

Table 54 contains the mean scores of the completed pairs of pre- and post-tests as well as the absolute value of the difference between the scores. This table also shows whether those differences were statistically significant based on paired samples t-tests.

The Protective Factors Survey (PFS) contains multiple scales and individual items not included in a scale. Mean scores on those scales and items are compared separately in the table below.

The data for the Kindergarten – 2nd Grade Assessment for Prosocial & Self-Protective Behaviors were not analyzed due to insufficient pairs available for analysis during this reporting period.

Table 54. Outcome Data Analysis and Mean Scores of Pre- and Post-Tests Entered by Non-School Based/After-School Grantees by Instrument

	<i>n</i>	<i>Pre-Tests Mean</i>	<i>Post-Tests Mean</i>	<i>Absolute Value of Post- Test Minus Pre-Test</i>
Assessment for Prosocial& Self-Protective Behaviors, K - 2 nd Grade	--	--	--	--
Assessment for Prosocial& Self-Protective Behaviors, 3 rd - 5 th Grade	96	7.27	8.94	1.67*
Assessment for Prosocial& Self-Protective Behaviors, 6 th - 12 th Grade	216	23.00	25.56	2.56*
Perceived Stress Scale	--	--	--	--
Protective Factors Survey				
<i>Concrete Support</i>	187	15.56	16.26	0.70*
<i>Family Functioning/Resiliency</i>	185	23.75	25.86	2.11*
<i>Nurturing and Attachment</i>	157	21.75	23.10	1.35*
<i>Social Support</i>	188	16.58	18.10	1.52*
<i>Child Development/Knowledge of Parenting</i>				
12. There are many times when I don't know what to do as a parent.	166	4.15	4.51	0.36*
13. I know how to help my child learn.	167	5.19	5.69	0.50*
14. My child misbehaves just to upset me.	164	4.11	4.51	0.40*
15. I praise my child when he/she behaves well.	163	5.39	5.87	0.48*
16. When I discipline my child, I lose control.	161	5.32	5.61	0.29*

*Mean difference is statistically significant at $p < 0.05$.

Those clients who had a perfect score on the pre-test administration of the “Assessment for Prosocial and Self-Protective Behaviors” (APSB) were removed from the analysis of change (post-test minus pre-test) since their “perfect” scores indicated they likely already comprehended the information imparted by the respective interventions and could already make prosocial behavioral choices. This allowed the analysis to focus on the children who stood to benefit the most from ADCANP programs. Because of this, the reader may note that there are a larger number of available matched pairs of pre- and post-tests than were analyzed.

The mean differences between pre-tests and post-tests for the 3rd – 5th Grade and 6th – 12th Grade APSB instruments were statistically significant. Also, all of the PFS subscales and 5 Child Development/Knowledge of Parenting questions had statistical significance. Overall, clients who had the potential to show a change before participation in CTF programs showed an increase in protective factors and a decrease in risk factors from before they entered a program to after program service delivery. We believe the amount of difference between average pre-test and post-test scores for clients in need of enhanced awareness of knowledge supporting decreased risk and increased protective factors was large enough to be considered “important” from a “real world” perspective. For this reporting period, these results support the conclusion that the ADCANP programs providing services to combat child abuse and neglect made a difference in the lives of Alabama’s citizens and contributed to a savings of future resources that would otherwise be expended on the costs of child maltreatment.

Parent Education & Support Programs

Client Data

This section displays and discusses client-level data for the 26 Parent Education and Support programs that received \$527,643 from CTF. **Twenty-six programs reported directly serving 8,707 clients** during the 2011 – 2012 contract year. During the previous contract year, 14,018 clients were served by 55 of 57⁴⁸ Parent Education and Support programs.

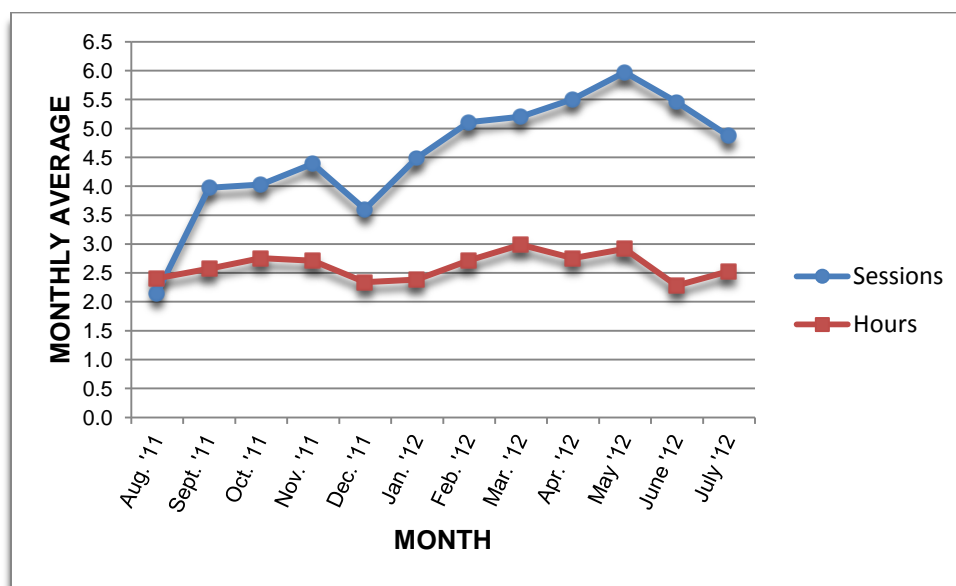
⁴⁸ The other 2 programs were public outreach and awareness programs that did not provide direct client-level services but raised community awareness about child abuse and neglect prevention and reported different data.

Table 55. Demographics for Clients in Parent Education and Support Programs

	<i>Count</i>	<i>Percentage</i>	<i>Total</i>
Sex			8,707
Female	5,964	68.5%	
Male	2,743	31.5%	
Ethnicity			8,616
Hispanic, Latino, or Spanish	463	5.4%	
Not Hispanic, Latino, or Spanish	8,153	94.6%	
Race ⁴⁹			8,670
White	4,171	48.1%	
Black or African-American	4,213	48.6%	
American Indian (Native American) or Alaskan Native	18	0.2%	
Asian	33	0.4%	
Native Hawaiian/Other Pacific Islander	6	0.1%	
Multiracial	58	0.7%	
Ethnicity Entered as a Race	8	0.1%	
Other	9	0.1%	
Ethnicity Entered as a Race	155	1.8%	
Age (in years)			8,707
0 – 18	2,922	33.6%	
19+	5,785	66.4%	
Grade (for client 0-19 years)			1,357
Pre-Kindergarten – 5 th Grade	557	41.0%	
6 th Grade – 8 th Grade	270	19.9%	
9 th Grade – 12 th Grade	512	37.7%	
Other	7	0.5%	
Dropped-out	4	0.3%	
GED Preparatory Classes	7	0.5%	
Special Needs and/or Disabilities			5,673
Child (0-18 years)	593	10.5%	
Adult (19+ years)	166	2.9%	
None	4,914	86.6%	
Parental Status			8,707
Not a Parent	2,977	34.2%	
Parent	5,730	65.8%	

⁴⁹ The racial categories include how often ethnicity was reported instead of race and how often race data were paired with ethnicity for a multiracial client.

Figure 32. Average Number of Contact Sessions & Hours for Clients in Parent Education and Support Programs per Month⁵⁰



The total number of contact sessions for the entire year for Parent Education and Support programs was 87,163.8 sessions with an average number of 10.0 sessions per client per year. Last contract year, the total was 63,417.5 sessions with an average number of 4.5 sessions per client. On average, programs saw clients most frequently in May 2012 (6.0) and least frequently in August 2011 (2.1).

The total number of contact hours was 49,309.7 hours with an average of 5 hours and 42 minutes per client per year. Last contract year, the total was 107,259.6 hours with an average number of 7 hours and 42 minutes per client. On average, programs saw clients for the longest periods of time in March 2012 (3.0) and for the shortest periods of time in December 2011 and June 2012 (2.3).

⁵⁰ This information is only for clients who had direct contact with programs. Clients who did not have contact with programs were not included in the calculations.

Programmatic Data

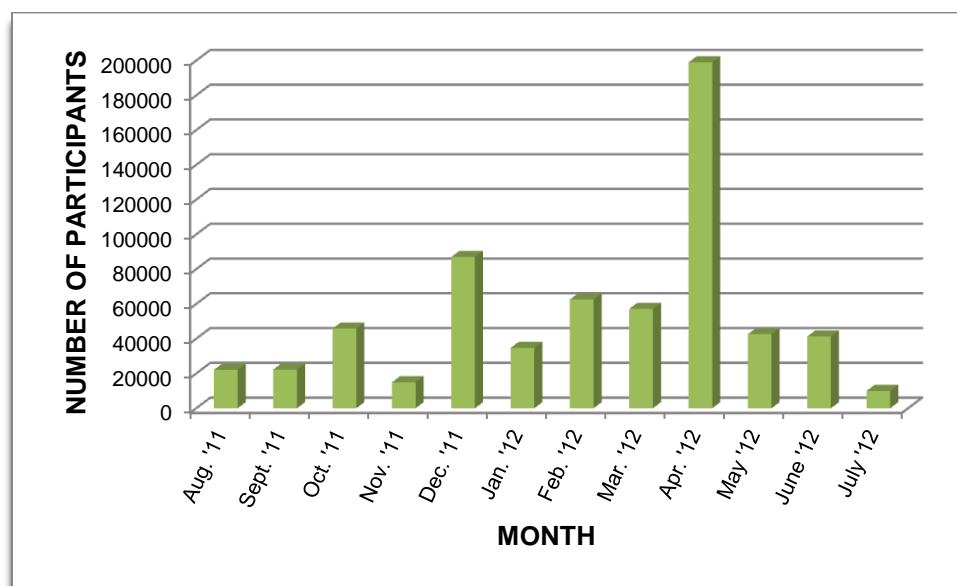
This section displays and discusses **agency-level** data for the Parent Education and Support programs funded in the 2011 – 2012 contract year. The information was reported on the agency form in the online data collection system.

Table 56. Number and Type of Public Outreach/Awareness Activities for Parent Education and Support Programs

<i>Public Outreach/Awareness Activities</i>	<i>Count</i>	<i>Percentage</i>
Abusive Head Injury Trainings	28	2.6%
Billboard Campaigns	0	0.0%
Brochures or Flyers	311	28.9%
Child Abuse Prevention Month	50	4.6%
Class Sessions	42	3.9%
Community Fairs/Events	119	11.0%
CTF Check Presentations	3	0.3%
Digital Media	3	0.3%
Fundraisers/Charity Events	18	1.7%
Information Packets	51	4.7%
Mandatory Reporter Trainings	8	0.7%
Media Events	14	1.3%
Meetings	20	1.9%
Networking	3	0.3%
Other Activities	11	1.0%
Print Media	106	9.8%
Public Service Announcements	12	1.1%
Radio Spots	9	0.8%
Recruitment	1	0.1%
School Fairs/Events	26	2.4%
School Presentations	0	0.0%
Social Events	2	0.2%
Speaking Engagements	141	13.1%
T.V. Shows	4	0.4%
Tours	3	0.3%
Trainings	45	4.2%
Workshops	47	4.4%
TOTAL	1,077	100.0%

Over the course of the year, there were 1,077 public outreach/awareness activities by Parent Education and Support programs. During the previous contract year, there were 2,523 activities. The three most common types of activities were distribution of brochures or flyers, speaking engagements, and community fairs or events.

Figure 33. Number of Participants Served by Public Outreach/Awareness Activities by Parent Education and Support Programs by Month⁵¹



The number of participants estimated to have been served by public outreach/awareness activities was reported by month. An overall number could not be obtained as participants could participate in activities multiple times throughout the year. While participants could also participate in multiple activities in one month, rigorous data cleaning and detailed instructions provided to grantees on how to report this number has reduced the duplication as much as possible.

The number varied from month to month, and it was most affected by the number of television shows or public service announcements, print media publications, and radio spots as those activities have the potential to reach the greatest amount of people. The highest number of participants was during April 2012 (198,993), and the lowest was in July 2012 (9,947).

⁵¹For some activities, such as with radio spots, television shows, community fairs, etc., the number of participants was estimated by the programs since it was not feasible to obtain the exact number.

Outcome Data

This section displays and discusses **outcome** data for all of the Parent Education and Support programs funded in the 2011 – 2012 contract year. The information was reported on the client form in the online data collection system.

On October 1, 2010, grantees began collecting pre- and post-test data from all clients who were receiving direct services with one exception – school-based programs that anticipated serving more than 300 clients during the contract year reported those data on only a random sample of classrooms. The evaluation relied on five instruments, three used with child/adolescent clients and two used with adult clients (parents). Instruments were selected for use by the evaluation team according to client developmental level and type of services provided. The instruments measured changes in knowledge, attitudes, or skills associated with the prevention of child abuse and neglect through maximizing protective factors and minimizing risk factors.

Table 57 provides information about progress of the pre-test/post-test administration process.

Table 57. Number of Pre- and Post-Tests Entered by Parent Education and Support Grantees by Instrument

	<i>Pre-Tests Entered (10/01/10 - 07/31/12)</i>	<i>Post-Tests Entered (10/01/10 - 07/31/12)</i>	<i>Completed Pairs (10/01/10 - 07/31/12)</i>
Assessment for Prosocial& Self- Protective Behaviors, K - 2 nd Grade	21	25	18
Assessment for Prosocial& Self- Protective Behaviors, 3 rd - 5 th Grade	29	32	25
Assessment for Prosocial& Self- Protective Behaviors, 6 th - 12 th Grade	236	145	119
Perceived Stress Scale	5	5	0
Protective Factors Survey	2,414	3,863	1,476
TOTAL	2,705	4,070	1,638

Table 58 contains the mean scores of the completed pairs of pre- and post-tests as well as the absolute value of the difference between the scores. This table also shows whether those differences were statistically significant based on paired samples t-tests.

The Protective Factors Survey (PFS) contains multiple scales and individual items not included in a scale. Mean scores on those scales and items are compared separately in the table below.

The data for the Kindergarten – 2nd Grade and 3rd – 5th Grade Assessments for Prosocial & Self-Protective Behaviors as well as the Perceived Stress Scale (PSS) were not analyzed due to insufficient pairs available for analysis during this reporting period.

Table 58. Outcome Data Analysis and Mean Scores of Pre- and Post-Tests Entered by Parent Education and Support Grantees by Instrument

	<i>n</i>	<i>Pre-Tests Mean</i>	<i>Post-Tests Mean</i>	<i>Absolute Value of Post- Test Minus Pre-Test</i>
Assessment for Prosocial& Self-Protective Behaviors, K - 2 nd Grade	--	--	--	--
Assessment for Prosocial& Self-Protective Behaviors, 3 rd - 5 th Grade	--	--	--	--
Assessment for Prosocial& Self-Protective Behaviors, 6 th - 12 th Grade	106	23.76	26.46	2.70*
Perceived Stress Scale	--	--	--	--
Protective Factors Survey				
<i>Concrete Support</i>	1,430	15.33	17.51	2.18*
<i>Family Functioning/Resiliency</i>	1,458	24.79	28.28	3.49*
<i>Nurturing and Attachment</i>	1,318	23.35	25.03	1.68*
<i>Social Support</i>	1,452	16.76	18.60	1.84*
<i>Child Development/Knowledge of Parenting</i>				
12. There are many times when I don't know what to do as a parent.	1,336	4.20	5.23	1.03*
13. I know how to help my child learn.	1,338	5.33	6.08	0.75*
14. My child misbehaves just to upset me.	1,329	4.98	5.72	0.74*
15. I praise my child when he/she behaves well.	1,327	5.86	6.28	0.42*
16. When I discipline my child, I lose control.	1,317	6.13	6.33	0.20*

*Mean difference is statistically significant at $p < 0.05$.

Those clients who had a perfect score on the pre-test administration of the “Assessment for Prosocial and Self-Protective Behaviors” (APSB) were removed from the analysis of change (post-test minus pre-test) since their “perfect” scores indicated they likely already comprehended the information imparted by the respective interventions and could already make prosocial behavioral choices. This allowed the analysis to focus on the children who stood to benefit the most from ADCANP programs. Because of this, the reader may note that there are a larger number of available matched pairs of pre- and post-tests than were analyzed. This resulted in there being too few pairs of the Kindergarten – 2nd Grade APSB and the 3rd Grade – 5th Grade APSB for analysis.

The mean differences between pre-tests and post-tests for the 6th – 12th Grade APSB and all PFS subscales and questions were statistically significant. Overall, clients who had the potential to show a change before participation in CTF programs showed an increase in protective factors and a decrease in risk factors from before they entered a program to after program service delivery. We believe the amount of difference between average pre-test and post-test scores for clients in need of enhanced awareness of knowledge supporting decreased risk and increased protective factors was large enough to be considered “important” from a “real world” perspective. For this reporting period, these results support the conclusion that the ADCANP programs providing services to combat child abuse and neglect made a difference in the lives of Alabama’s citizens and contributed to a savings of future resources that would otherwise be expended on the costs of child maltreatment.

Public Awareness and Training Programs

Programmatic Data

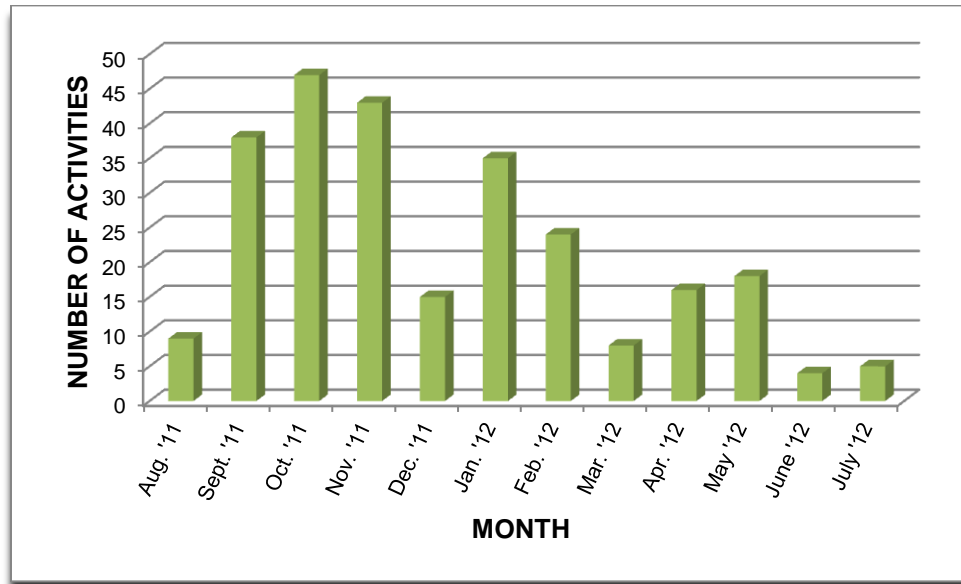
This section displays and discusses agency-level data for the 4 Public Awareness and Training programs funded in the 2011 – 2012 contract year with \$40,000 from CTF. During the previous contract year, 8 Public Awareness and Training programs were funded. Because these programs did not provide direct service to individual clients, no client-level and outcome data were reported. The information in the following tables and figures was derived from the agency-level data reported on the agency form.

Table 59. Number and Type of Public Outreach/Awareness Activities for Public Awareness and Training Programs

<i>Public Outreach/Awareness Activities</i>	<i>Count</i>	<i>Percentage</i>
Abusive Head Injury Trainings	31	11.8%
Billboard Campaigns	0	0.0%
Brochures or Flyers	5	1.9%
Child Abuse Prevention Month	0	0.0%
Class Sessions	0	0.0%
Community Fairs/Events	3	1.1%
CTF Check Presentations	0	0.0%
Digital Media	0	0.0%
Fundraisers/Charity Events	0	0.0%
Information Packets	13	5.0%
Mandatory Reporter Trainings	40	15.3%
Media Events	0	0.0%
Meetings	0	0.0%
Networking	0	0.0%
Other Activities	0	0.0%
Print Media	3	1.1%
Public Service Announcements	1	0.4%
Radio Spots	0	0.0%
Recruitment	0	0.0%
School Fairs/Events	0	0.0%
School Presentations	0	0.0%
Social Events	0	0.0%
Speaking Engagements	1	0.4%
T.V. Shows	0	0.0%
Tours	0	0.0%
Trainings	165	63.0%
Workshops	0	0.0%
TOTAL	262	100.0%

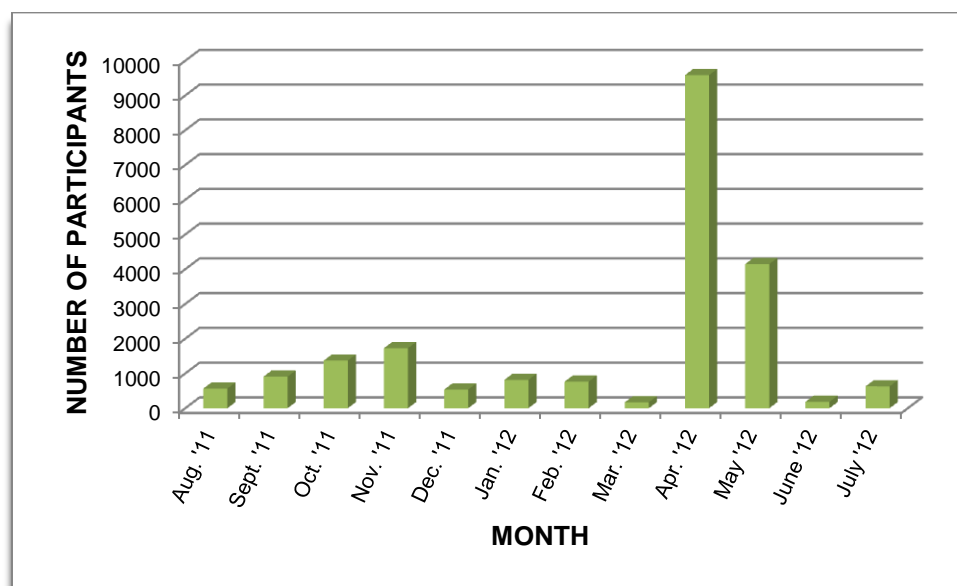
Over the course of the year, there were 262 public outreach/awareness activities by Public Awareness and Training programs. During the previous contract year, there were 502 activities. The three most common types of activities were trainings, mandatory reporter trainings, and abusive head injury trainings.

Figure 34. Number of Public Outreach/Awareness Activities for Public Awareness and Training Programs by Month



For most of the year, the number of public outreach/awareness activities varied little. The number fluctuated between 4 and 47 activities. The most activities occurred during October 2011, and the fewest number of activities occurred during June 2012.

Figure 35. Number of Participants Served by Public Outreach/Awareness Activities by Public Awareness and Training Programs by Month⁵²



The number of participants estimated to have been served by public outreach/awareness activities was reported by month. An overall number could not be obtained as participants could participate in activities multiple times throughout the year. While participants could also participate in multiple activities in one month, rigorous data cleaning and detailed instructions provided to grantees on how to report this number has reduced the duplication as much as possible.

The number varied from month to month, and it was most affected by the number of television shows or public service announcements, print media publications, and radio spots as those activities have the potential to reach the greatest amount of people. The highest number of participants was during April 2012 (9,587), and the lowest was in March 2012 (170).

⁵²For some activities, such as with radio spots, television shows, community fairs, etc., the number of participants was estimated by the programs since it was not feasible to obtain the exact number.

Respite Programs

Client Data

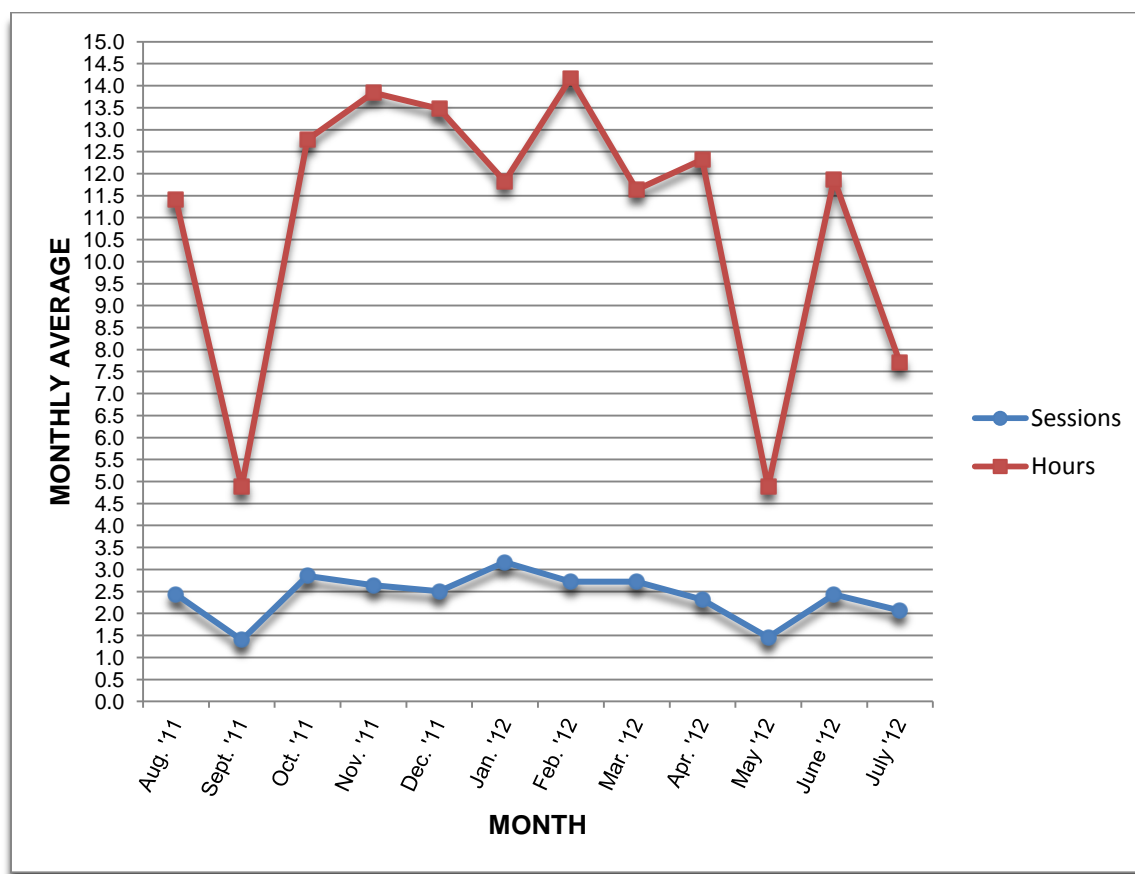
This section displays and discusses client-level data for the 7 Respite programs that received \$122,000 from CTF. **Seven programs reported directly serving 472 clients** during the 2011 – 2012 contract year. During the previous contract year, 535 clients were served by 7 Respite programs.

Table 60. Demographics for Clients in Respite Programs

	<i>Count</i>	<i>Percentage</i>	<i>Total</i>
Sex			472
Female	398	84.3%	
Male	74	15.7%	
Ethnicity			468
Hispanic, Latino, or Spanish	16	3.4%	
Not Hispanic, Latino, or Spanish	452	96.6%	
Race ⁵³			472
White	289	61.2%	
Black or African-American	169	35.8%	
American Indian (Native American) or Alaskan Native	2	0.4%	
Asian	3	0.6%	
Native Hawaiian/Other Pacific Islander	0	0.0%	
Multiracial	1	0.2%	
Ethnicity Entered as a Race	0	0.0%	
Other	0	0.0%	
Ethnicity Entered as a Race	8	1.7%	
Age (in years)			472
0 – 18	2	0.4%	
19+	470	99.6%	
Grade (for client 0-19 years)			--
Pre-Kindergarten – 5 th Grade	--	--	
6 th Grade – 8 th Grade	--	--	
9 th Grade – 12 th Grade	--	--	
Other	--	--	
Dropped-out	--	--	
GED Preparatory Classes	--	--	
Special Needs and/or Disabilities			196
Child (0-18 years)	0	0.0%	
Adult (19+ years)	8	4.1%	
None	188	95.9%	
Parental Status			472
Not a Parent	3	0.6%	
Parent	469	99.4%	

⁵³The racial categories include how often ethnicity was reported instead of race and how often race data were paired with ethnicity for a multiracial client.

Figure 36. Average Number of Contact Sessions & Hours for Clients in Respite Programs per Month⁵⁴



The total number of contact sessions for the entire year for Respite programs was 3,002 sessions with an average number of 6.4 sessions per client per year. Last contract year, the total was 4,638 sessions with an average number of 8.7 sessions per client. On average, programs saw clients most frequently in January 2012 (3.2) and least frequently in September 2011 (1.4).

The total number of contact hours was 13,230.7 hours with an average of 28 per client per year. Last contract year, the total was 19,324.9 hours with an average number of 36 hours and 6 minutes per client. On average, programs saw clients for the longest periods of time in February 2012 (14.2) and for the shortest periods of time in September 2011 (4.9).

⁵⁴This information is only for clients who had direct contact with programs. Clients who did not have contact with programs were not included in the calculations.

Programmatic Data

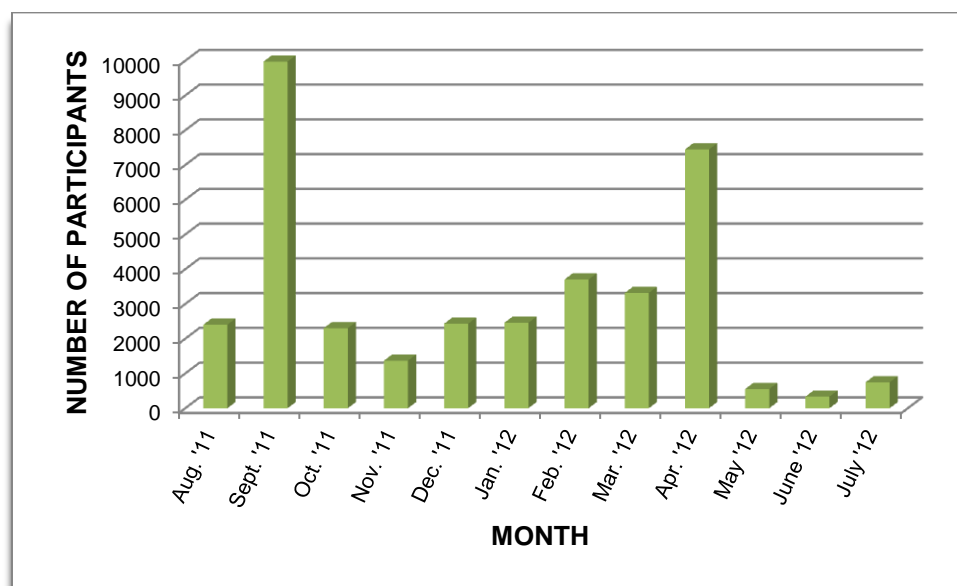
This section displays and discusses **agency-level** data for the Respite programs funded in the 2011 – 2012 contract year. The information was reported on the agency form in the online data collection system.

Table 61. Number and Type of Public Outreach/Awareness Activities for Respite Programs

<i>Public Outreach/Awareness Activities</i>	<i>Count</i>	<i>Percentage</i>
Abusive Head Injury Trainings	6	2.7%
Billboard Campaigns	0	0.0%
Brochures or Flyers	23	10.5%
Child Abuse Prevention Month	17	7.7%
Class Sessions	0	0.0%
Community Fairs/Events	21	9.5%
CTF Check Presentations	0	0.0%
Digital Media	5	2.3%
Fundraisers/Charity Events	1	0.5%
Information Packets	33	15.0%
Mandatory Reporter Trainings	1	0.5%
Media Events	2	0.9%
Meetings	0	0.0%
Networking	0	0.0%
Other Activities	17	7.7%
Print Media	7	3.2%
Public Service Announcements	0	0.0%
Radio Spots	4	1.8%
Recruitment	0	0.0%
School Fairs/Events	1	0.5%
School Presentations	0	0.0%
Social Events	1	0.5%
Speaking Engagements	17	7.7%
T.V. Shows	1	0.5%
Tours	0	0.0%
Trainings	62	28.2%
Workshops	1	0.5%
TOTAL	220	100.0%

Over the course of the year, there were 220 public outreach/awareness activities by Respite programs. During the previous contract year, there were 218 activities. The three most common types of activities were trainings, information packets, and distribution of brochures or flyers.

Figure 37. Number of Participants Served by Public Outreach/Awareness Activities by Respite Programs by Month⁵⁵



The number of participants estimated to have been served by public outreach/awareness activities was reported by month. An overall number could not be obtained as participants could participate in activities multiple times throughout the year. While participants could also participate in multiple activities in one month, rigorous data cleaning and detailed instructions provided to grantees on how to report this number has reduced the duplication as much as possible.

The number varied from month to month, and it was most affected by the number of television shows or public service announcements, print media publications, and radio spots as those activities have the potential to reach the greatest amount of people. The highest number of participants was during September 2011 (9,976), and the lowest was in June 2012 (333).

⁵⁵For some activities, such as with radio spots, television shows, community fairs, etc., the number of participants was estimated by the programs since it was not feasible to obtain the exact number.

Outcome Data

This section displays and discusses **outcome** data for all of the Respite programs funded in the 2011 – 2012 contract year. The information was reported on the client form in the online data collection system.

On October 1, 2010, grantees began collecting pre- and post-test data from all clients who were receiving direct services with one exception – school-based programs that anticipated serving more than 300 clients during the contract year reported those data on only a random sample of classrooms. The evaluation relied on five instruments, three used with child/adolescent clients and two used with adult clients (parents). Instruments were selected for use by the evaluation team according to client developmental level and type of services provided. The instruments measured changes in knowledge, attitudes, or skills associated with the prevention of child abuse and neglect through maximizing protective factors and minimizing risk factors.

Table 62 provides information about progress of the pre-test/post-test administration process.

Table 62. Number of Pre- and Post-Tests Entered by Respite Grantees by Instrument

	<i>Pre-Tests Entered (10/01/10 - 07/31/12)</i>	<i>Post-Tests Entered (10/01/10 - 07/31/12)</i>	<i>Completed Pairs (10/01/10 - 07/31/12)</i>
Assessment for Prosocial& Self- Protective Behaviors, K - 2 nd Grade	--	--	--
Assessment for Prosocial& Self- Protective Behaviors, 3 rd - 5 th Grade	--	--	--
Assessment for Prosocial& Self- Protective Behaviors, 6 th - 12 th Grade	--	--	--
Perceived Stress Scale	190	752	147
Protective Factors Survey	--	--	--
TOTAL	190	752	147

Table 63 contains the mean scores of the completed pairs of pre- and post-tests as well as the absolute value of the difference between the scores. This table also shows whether those differences were statistically significant based on paired samples t-tests.

The Protective Factors Survey (PFS) contains multiple scales and individual items not included in a scale. Mean scores on those scales and items are compared separately in the table below.

Table 63. Outcome Data Analysis and Mean Scores of Pre- and Post-Tests Entered by Respite Grantees by Instrument

	<i>n</i>	<i>Pre-Tests Mean</i>	<i>Post-Tests Mean</i>	<i>Absolute Value of Post- Test Minus Pre-Test</i>
Assessment for Prosocial& Self- Protective Behaviors, K - 2 nd Grade	--	--	--	--
Assessment for Prosocial& Self- Protective Behaviors, 3 rd - 5 th Grade	--	--	--	--
Assessment for Prosocial& Self- Protective Behaviors, 6 th - 12 th Grade	--	--	--	--
Perceived Stress Scale	147	20.59	17.52	3.07*
Protective Factors Survey				
<i>Concrete Support</i>	--	--	--	--
<i>Family Functioning/Resiliency</i>	--	--	--	--
<i>Nurturing and Attachment</i>	--	--	--	--
<i>Social Support</i>	--	--	--	--
<i>Child Development/Knowledge of Parenting</i>				
12. There are many times when I don't know what to do as a parent.	--	--	--	--
13. I know how to help my child learn.	--	--	--	--
14. My child misbehaves just to upset me.	--	--	--	--
15. I praise my child when he/she behaves well.	--	--	--	--
16. When I discipline my child, I lose control.	--	--	--	--

*Mean difference is statistically significant at $p < 0.05$.

The mean difference between pre-tests and post-tests for the Perceived Stress Scale (PSS) was statistically significant. Overall, clients who had the potential to show a change before participation in CTF programs showed an increase in protective factors and a decrease in risk factors from before they entered a program to after program service delivery. We believe the amount of difference between average pre-test and post-test scores for clients in need of enhanced awareness of knowledge supporting decreased risk and increased protective factors was large enough to be considered “important” from a “real world” perspective. For this reporting period, these results support the conclusion that the ADCANP programs providing services to combat child abuse and neglect made a difference in the lives of Alabama’s citizens and contributed to a savings of future resources that would otherwise be expended on the costs of child maltreatment.

School-Based Programs

Client Data

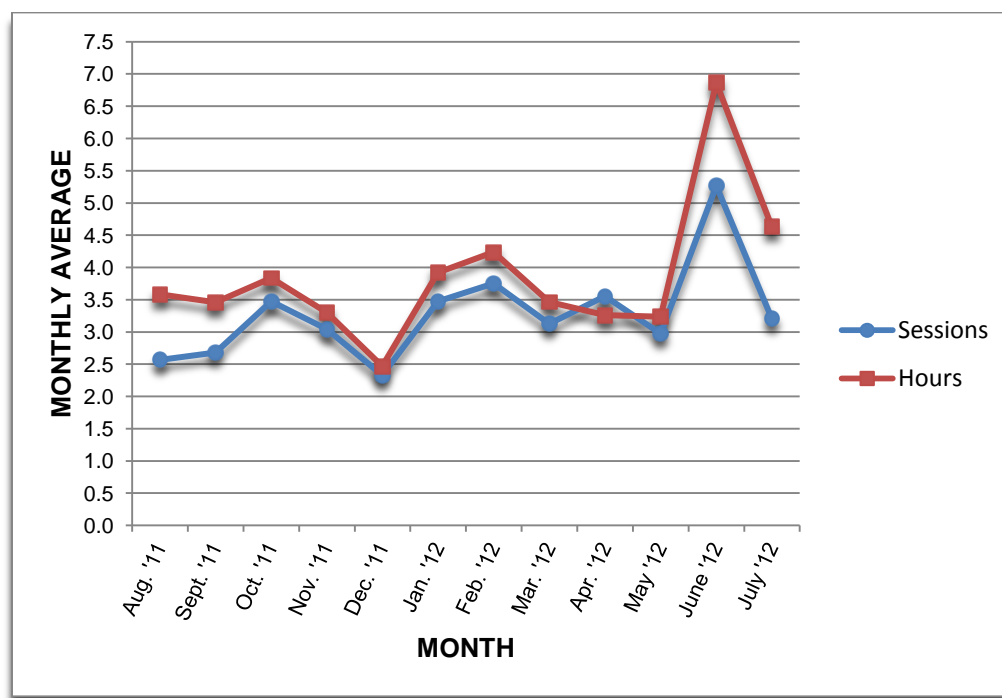
This section displays and discusses client-level data for the 7 School-Based programs that received \$167,000 from CTF. **Seven programs reported directly serving 8,645 clients** during the 2011 – 2012 contract year. During the previous contract year, 30,646 clients were served by 23 School-Based programs.

Table 64. Demographics for Clients in School-Based Programs

	<i>Count</i>	<i>Percentage</i>	<i>Total</i>
Sex			8,645
Female	4,395	50.8%	
Male	4,250	49.2%	
Ethnicity			8,580
Hispanic, Latino, or Spanish	521	6.1%	
Not Hispanic, Latino, or Spanish	8,059	93.9%	
Race ⁵⁶			8,518
White	3,350	38.8%	
Black or African-American	4,653	54.6%	
American Indian (Native American) or Alaskan Native	4	<0.1%	
Asian	18	0.2%	
Native Hawaiian/Other Pacific Islander	0	0.0%	
Multiracial	21	0.2%	
Ethnicity Entered as a Race	7	0.1%	
Other	13	0.2%	
Ethnicity Entered as a Race	452	5.3%	
Age (in years)			8,645
0 – 18	8,633	99.9%	
19+	12	0.1%	
Grade (for client 0-19 years)			8,633
Pre-Kindergarten – 5 th Grade	7,187	83.3%	
6 th Grade – 8 th Grade	1,202	13.9%	
9 th Grade – 12 th Grade	234	2.7%	
Other	10	0.1%	
Dropped-out	0	0.0%	
GED Preparatory Classes	0	0.0%	
Special Needs and/or Disabilities			7,345
Child (0-18 years)	448	6.1%	
Adult (19+ years)	0	0.0%	
None	6,897	93.9%	
Parental Status			8,645
Not a Parent	8,633	99.9%	
Parent	12	0.1%	

⁵⁶The racial categories include how often ethnicity was reported instead of race and how often race data were paired with ethnicity for a multiracial client.

Figure 38. Average Number of Contact Sessions & Hours for Clients in School-Based Programs per Month⁵⁷



The total number of contact sessions for the entire year for School-Based programs was **60,792 sessions** with an average number of **7.0 sessions per client per year**. Last contract year, the total was 176,831.2 sessions with an average number of 5.8 sessions per client. On average, programs saw clients most frequently in June 2012 (5.3) and least frequently in December 2011 (2.3).

The total number of contact hours was **69,897.8 hours** with an average of **8 hours and 6 minutes per client per year**. Last contract year, the total was 158,271.9 hours with an average number of 5 hours and 12 minutes per client. On average, programs saw clients for the longest periods of time in June 2012 (6.9) and for the shortest periods of time in December 2011 (2.5).

⁵⁷This information is only for clients who had direct contact with programs. Clients who did not have contact with programs were not included in the calculations.

Programmatic Data

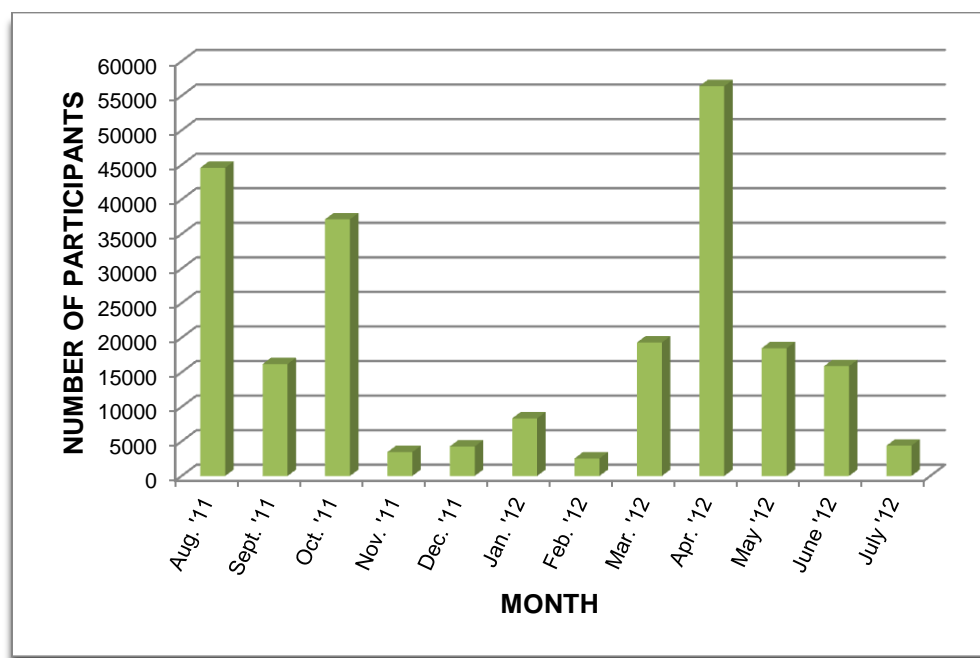
This section displays and discusses **agency-level** data for the School-Based programs funded in the 2011 – 2012 contract year. The information was reported on the agency form in the online data collection system.

Table 65. Number and Type of Public Outreach/Awareness Activities for School-Based Programs

<i>Public Outreach/Awareness Activities</i>	<i>Count</i>	<i>Percentage</i>
Abusive Head Injury Trainings	8	3.5%
Billboard Campaigns	0	0.0%
Brochures or Flyers	23	10.1%
Child Abuse Prevention Month	10	4.4%
Class Sessions	0	0.0%
Community Fairs/Events	46	20.3%
CTF Check Presentations	1	0.4%
Digital Media	4	1.8%
Fundraisers/Charity Events	9	4.0%
Information Packets	19	8.3%
Mandatory Reporter Trainings	2	0.9%
Media Events	2	0.9%
Meetings	4	1.8%
Networking	0	0.0%
Other Activities	0	0.0%
Print Media	4	1.8%
Public Service Announcements	0	0.0%
Radio Spots	12	5.3%
Recruitment	0	0.0%
School Fairs/Events	7	3.1%
School Presentations	0	0.0%
Social Events	1	0.4%
Speaking Engagements	35	15.4%
T.V. Shows	15	6.6%
Tours	0	0.0%
Trainings	10	4.4%
Workshops	15	6.6%
TOTAL	227	100.0%

Over the course of the year, there were 227 public outreach/awareness activities by School-Based programs. During the previous contract year, there were 1,114 activities. The three most common types of activities were community fairs or events, speaking engagements, and distribution of brochures or flyers.

Figure 39. Number of Participants Served by Public Outreach/Awareness Activities by School-Based Programs by Month⁵⁸



The number of participants estimated to have been served by public outreach/awareness activities was reported by month. An overall number could not be obtained as participants could participate in activities multiple times throughout the year. While participants could also participate in multiple activities in one month, rigorous data cleaning and detailed instructions provided to grantees on how to report this number has reduced the duplication as much as possible.

The number varied from month to month, and it was most affected by the number of television shows or public service announcements, print media publications, and radio spots as those activities have the potential to reach the greatest amount of people. The highest number of participants was during April 2012 (56,385), and the lowest was in February 2012 (2,538).

⁵⁸For some activities, such as with radio spots, television shows, community fairs, etc., the number of participants was estimated by the programs since it was not feasible to obtain the exact number.

Outcome Data

This section displays and discusses **outcome** data for all of the School-Based programs funded in the 2011 – 2012 contract year. The information was reported on the client form in the online data collection system.

On October 1, 2010, grantees began collecting pre- and post-test data from all clients who were receiving direct services with one exception – school-based programs who anticipated serving more than 300 clients during the contract year only reported those data on a random sample of classrooms. The evaluation relied on five instruments, three used with child/adolescent clients and two used with adult clients (parents). Instruments were selected for use by the evaluation team according to client developmental level and type of services provided. The instruments measured changes in knowledge, attitudes, or skills associated with the prevention of child abuse and neglect through maximizing protective factors and minimizing risk factors.

Table 66 provides information about progress of the pre-test/post-test administration process.

Table 66. Number of Pre- and Post-Tests Entered by School-Based Grantees by Instrument

	<i>Pre-Tests Entered (10/01/10 - 07/31/12)</i>	<i>Post-Tests Entered (10/01/10 - 07/31/12)</i>	<i>Completed Pairs (10/01/10 - 07/31/12)</i>
Assessment for Prosocial& Self- Protective Behaviors, K - 2 nd Grade	4,251	5,338	3,979
Assessment for Prosocial& Self- Protective Behaviors, 3 rd - 5 th Grade	1,701	1,970	1,497
Assessment for Prosocial& Self- Protective Behaviors, 6 th - 12 th Grade	620	541	505
Perceived Stress Scale	--	--	--
Protective Factors Survey	15	21	13
TOTAL	6,587	7,870	5,994

Table 67 contains the mean scores of the completed pairs of pre- and post-tests as well as the absolute value of the difference between the scores. This table also shows whether those differences were statistically significant based on paired samples t-tests.

The Protective Factors Survey (PFS) contains multiple scales and individual items not included in a scale. Mean scores on those scales and items are compared separately in the table below.

The data for the PFS were not analyzed due to insufficient pairs available for analysis during this reporting period.

Table 67. Outcome Data Analysis and Mean Scores of Pre- and Post-Tests Entered by School-Based Grantees by Instrument

	<i>n</i>	<i>Pre-Tests Mean</i>	<i>Post-Tests Mean</i>	<i>Absolute Value of Post- Test Minus Pre-Test</i>
Assessment for Prosocial& Self- Protective Behaviors, K - 2 nd Grade	2,508	4.40	5.90	1.50*
Assessment for Prosocial& Self- Protective Behaviors, 3 rd - 5 th Grade	1,173	7.72	9.10	1.38*
Assessment for Prosocial& Self- Protective Behaviors, 6 th - 12 th Grade	448	24.52	28.21	3.69*
Perceived Stress Scale	--	--	--	--
Protective Factors Survey				
<i>Concrete Support</i>	--	--	--	--
<i>Family Functioning/Resiliency</i>	--	--	--	--
<i>Nurturing and Attachment</i>	--	--	--	--
<i>Social Support</i>	--	--	--	--
<i>Child Development/Knowledge of Parenting</i>				
12. There are many times when I don't know what to do as a parent.	--	--	--	--
13. I know how to help my child learn.	--	--	--	--
14. My child misbehaves just to upset me.	--	--	--	--
15. I praise my child when he/she behaves well.	--	--	--	--
16. When I discipline my child, I lose control.	--	--	--	--

*Mean difference is statistically significant at $p < 0.05$.

Those clients who had a perfect score on the pre-test administration of the “Assessment for Prosocial and Self-Protective Behaviors” (APSB) were removed from the analysis of change (post-test minus pre-test) since their “perfect” scores indicated they likely already comprehended the information imparted by the respective interventions and could already make prosocial behavioral choices. This allowed the analysis to focus on the children who stood to benefit the most from ADCANP programs. Because of this, the reader may note that there are a larger number of available matched pairs of pre- and post-tests than were analyzed.

The mean differences between pre-tests and post-tests for all APSB instruments were statistically significant. Overall, clients who had the potential to show a change before participation in CTF programs showed an increase in protective factors and a decrease in risk factors from before they entered a program to after program service delivery. We believe the amount of difference between average pre-test and post-test scores for clients in need of enhanced awareness of knowledge supporting decreased risk and increased protective factors was large enough to be considered “important” from a “real world” perspective. For this reporting period, these results support the conclusion that the ADCANP programs providing services to combat child abuse and neglect made a difference in the lives of Alabama’s citizens and contributed to a savings of future resources that would otherwise be expended on the costs of child maltreatment.

II. The University of Alabama Evaluation Project

This second part of the DCAP/CTF 2011 – 2012 Yearly Report describes the continued implementation of The University of Alabama Evaluation Project.

Progress Narrative: 2011 – 2012

The mission of the UA Evaluation Project is “...to support DCAP/CTF in the successful delivery of child abuse and neglect prevention services through an effective, efficient, and feasible data collection, management, analysis, and reporting system.” During 2009 – 2010, we conducted a process evaluation based on CTF’s needs and requests using the data points listed on the Target Data Form in the 2009-2010 Request for Proposal (RFP). For the 2010 – 2011 contract year, we added the outcome evaluation component.

The evaluation had to be specific enough to obtain useful data points but also general enough to be applied to all programs. The purpose was to enable comparison of all CTF-funded programs in meaningful ways despite their uniqueness. To achieve that purpose, an overarching goal for all programs was articulated by Dr. Nelson-Gardell, endorsed by DCAP/CTF, and presented to grantees during the April 2009 RFP trainings: “Decrease child maltreatment risk factors and increase protective factors.” This overarching goal was derived from current research on child abuse and neglect prevention (<http://www.childwelfare.gov/can/factors/index.cfm>). Also, while all programs had the same goal, implementation was, of course, different for each unique program type. The DCAP RFP lists those program objectives by type.

Once that framework was set in place, a fiscally feasible data collection infrastructure needed to be created in order to implement the evaluation. Implementation was a complex process with many considerations including CTF’s and grantees’ needs and their experiences with prior evaluation processes, research and evaluation standards, budgetary parameters, University of Alabama resources, grantees’ resources, and so on. After much consideration and research, it was determined that the optimal evaluation design would be to create a website (<http://dcapdata.ua.edu>) where grantees could report their data once a month and create a MySQL database that could contain and allow extraction of those data within needed parameters. Both the website and database are on secure UA servers. The website was constructed to allow grantees to enter the required program data and view those data at a later point in time. This was accomplished with the combination of MySQL database and an AJAX-powered website interface. Website code was also written to validate data grantees entered. This validation was necessary to reduce error and ease the very time-consuming task of data cleaning. On September 21, 2009, the website went live, and each grantee was emailed the login information and monthly due dates for their grant(s).

The website was designed to provide more than a platform for data entry. It includes links to all presentations and documents sent to grantees throughout the year, resources related to the evaluation that may have been useful to grantees, a User Guide, important websites (such as the CTF website), and recent updates to the website. Additionally, the website needed to be simple, user-friendly, and functional. Graphics and text were kept to a minimum, only enough to meet the basic standards for UA websites were used. Our goal was that grantees would be able to easily find what they needed and complete their reports quickly.

We also continued to work to minimize major changes to the website to avoid adding burden to the evaluation process for grantees. However, based on the needs of grantees and the evaluation, a new version of the client form for data entry was developed and released in September 2010.

The new client form allowed for faster data entry by further reducing repetitive tasks. It also contained additional features such as the Quick Facts section that provides grantees with on-demand overviews of data points as described in the User Guide, the Client Information section that displays demographic information on clients using minimal space, and checkmarks in the pre- and post-tests columns allowing grantees to quickly check for entry. The most important new feature were the confirmation messages that display on the client form and the agency form, providing grantees with immediate notification that their monthly report has successfully been submitted and received by the evaluation team. Throughout the 2011 – 2012 contract year, we continued to work on increasing the speed of the website and updating the code to ensure it was compatible with each new version of Mozilla Firefox and Internet Explorer released that year.

To assist new and returning grantees with the changes, several resources were provided as well. In September 2011, Dr. Nelson-Gardell and Ms. Woerner attended the CTF Grantee Training where they presented information and answered questions regarding the evaluation, its progress, and upcoming changes. They also presented at the RFP Trainings held in April 2012.

Documents were also developed in order to facilitate grantees' collection and reporting of evaluation data. The User Guide from the previous contract year was updated for clarity. It provided explicit instructions on how to enter data into the client and agency online forms, and it explained how to interpret each data point so that data were comparable across all programs. The online forms template was created to assist grantees with gathering their data by listing all data points to be collected throughout the contract year. Two templates were provided – one for client-level data and one for agency-level data. The client-level template could be used by grantees to create their own customized data collection form for clients or used to modify an existing data collection form. The templates could also be used to assist grantees with establishing documentation and collecting their data prior to entering it into the website. User Manuals were written for the outcome instruments grantees used to collect pre- and post-test data. They contained descriptions and purposes of the instrument as well as information on administration of the instruments. An optional Scoring Guide was also provided to assist grantees with understanding and computing scores of the outcome instruments.

In October 2011, CTF was awarded funds from the U.S. Department of Health and Human Services, Office of Family Assistance (HHS/OFA) for 14 Responsible Fatherhood Programs (partner programs). The partner programs were integrated in the DCAP/CTF Evaluation and were collecting and reporting the same data as CTF grantees.

After several months, HHS/OFA instructed its grantees to begin collecting performance measures on an ongoing basis as well as monitor clients' satisfaction with the programs. After much consideration, the evaluation team determined the best way to comply while balancing the need for quick implementation across 14 programs, the need for accurate and useful data, and the amount of time available to complete additional deliverables while still completing contract deliverables was to increase the number of Protective Factor Survey (PFS) post-tests and add the Client Satisfaction Survey to those post-tests.

On January 30, 2012, Dr. Nelson-Gardell provided training materials (developed by her and Ms. Woerner) and the Client Satisfaction Survey (created by her) at the HHS/OFA partner program

training and meeting held by CTF in Montgomery, AL. Partner programs were instructed to begin administering the PFS post-tests and Client Satisfaction Surveys to clients at 3-month intervals (March, June, September, and December) to comply with HHS/OFA's need for ongoing performance measurement and client satisfaction monitoring beginning on March 1, 2012.

The program evaluation team modified the evaluation website so partner programs would be able to enter the new Client Satisfaction Survey data. By the end of March 2012, the evaluation website code updates were completed and tested. At that time, partner programs were notified that they could now enter Client Satisfaction Survey data for the March monthly report.

Technical Assistance Activities for DCAP/CTF Grantees/Staff

From August 2011 – July 2012, there were estimated to be 750 – 900 phone calls and 4,100 – 4,300 emails exchanged between the evaluation team and grantees as well as CTF staff. Through contacts with grantees we provided technical assistance, data collection assistance, help with implementing the CTF evaluation at their site, data cleaning, notification of late reports, etc.

Staff

During the 2011 – 2012 contract year, Debra Nelson-Gardell, Ph.D., L.C.S.W., Associate Professor at The University of Alabama School of Social Work, served as the Principal Investigator for The University of Alabama Evaluation Project. M. Felicia Woerner, M.A., served as the Research Project Manager. One student assistant worked on the evaluation team for 10 to 20 hours per week depending on need and availability – Sean L. Hudson.

Travel

The UA evaluation project team traveled throughout the state during the contract year using funds in the evaluation budget unless otherwise noted.

- August 30, 2011 – Ms. Felicia Woerner traveled to Montgomery, AL for the CTF Grantee Trainings to present information about the evaluation to CTF staff and CTF-funded grantees.
- December 2, 2011 – Dr. Nelson-Gardell and Ms. Woerner traveled to Montgomery, AL to meet with DCAP/CTF Executive Director Ms. Kelley Parris-Barnes and Field Director Mr. Mike Roberts.
- December 12 – 15, 2011 – Dr. Nelson-Gardell traveled to Washington, DC for the HHS/OFA Responsible Fatherhood 2011 Annual Grantees Meeting (CTF funds used).
- January 30, 2012 – Dr. Nelson-Gardell traveled to Montgomery, AL to present at the CTF training and meeting for HHS/OFA partner programs.

- April 4, 2012 - Dr. Nelson-Gardell and Ms. Woerner traveled to Montgomery, AL for the CTF RFP Trainings to present information about the evaluation to CTF staff and CTF-funded grantees.
- June 6, 2012 – Ms. Woerner traveled to Montgomery, AL as part of an HHS/OFA Responsible Fatherhood grant site visit conducted at CTF.

Deliverables

During the 2011 – 2012 contract year, we transmitted the following contract deliverables⁵⁹: templates (list of data points that will be collected monthly) for grantees, 171 program-specific six-month (February 2011 – July 2011) executive summary reports to CTF and each grantee, one Yearly Report (2010 – 2011) to CTF, 12 monthly reports (January 2011 – December 2011) to CTF, evaluation portion of 4 SMART reports to CTF, CBCAP data for 2 reports for funders for CTF, CFTF data for 1 report for funders for CTF, and a report listing deliverables issued during the 2011 – 2012 contract year.

We also transmitted the following additional data and reports beyond the contract deliverables: total number of clients served for each program funded during the 2009 – 2010 contract year (in August 2011), six-month report on HHS/OFA partner programs for the October 2011 – March 2012 reporting period for HHS/OFA six-month report, seven-month report on HHS/OFA partner programs for the October 2011 – April 2012 reporting period for HHS/OFA’s site visit at CTF, number of females and non-parent clients served by HHS/OFA partner programs in October 2011 – April 2012 reporting period, Client Satisfaction Survey developed by Dr. Nelson-Gardell for use with HHS/OFA partner programs, narratives provided for the HHS/OFA October 2011 – March 2012 six-month report, a new DCAP-CTF Logic Model for HHS Pathways grant.

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⁵⁹The set of the program-specific yearly reports (August 2011 – July 2012) and the 2011-2012 final report could not be delivered to CTF and to the grantees before July 31, 2012 as grantees’ July data was not due until late August.